

Winthrop University

Accountability Report to State Budget and Control Board

Winthrop University: Live. Learn. Lead.

September 14, 2007

Table of Contents

Figures Table of Contents.....	<i>ii</i>
--------------------------------	-----------

Glossary of Terms and Abbreviations.....	<i>v</i>
--	----------

Section I – Executive Summary.....	1
------------------------------------	----------

○ Major Achievements of 2006-06.....	2
○ Key Strategic Goals of Winthrop University.....	3
○ Opportunities and Barriers.....	3
○ Use of This Report.....	4

Section II - Organizational Profile.....	4
--	----------

Section III - Elements of the Malcolm Baldrige Award Criteria	7
---	----------

○ Category I – Leadership	7
○ Category II – Strategic Planning.....	8
○ Category III – Student, Stakeholder, and Market Focus.....	15
○ Category IV – Measurement, Analysis, and Knowledge Management	16
○ Category V – Faculty and Staff Focus.....	18
○ Category VI – Process Management.....	19
○ Category VII – Results	21
○ Measures of Student Learning	21
○ Stakeholder Satisfaction	22
○ Budgetary and Financial Performance.....	25
○ Work System Performance.....	27
○ Organizational Effectiveness.....	29
○ Leadership and Social Responsibility	41
○ Conclusion	43

Figures Table of Contents

Figure 1.1: Winthrop University Purpose, Vision, Mission, and Values.....	1
Figure 1.2: Winthrop University's Top Achievements of 2006-07	2
Figure 1.3: Winthrop University's Strategic Goals of 2006-07.....	3

Figure 2.1: Winthrop University's Educational Programs and Services as of 2006-07	5
Figure 2.2: Winthrop University's Headcount Enrollment Fall 2006.....	6
Figure 2.3: Winthrop University's Headcount Enrollment by Ethnicity Fall 2006..	6

Figure 3.1: Winthrop University's 2006-07 Executive Officers.....	7
Base Budget Expenditures and Appropriations	9
Other Expenditures	9
Major Program Areas	10
Winthrop University Organizational Chart 2007-2008	12
Figure 3.2: Winthrop University's Annual Visioning/Planning Process.....	13
Figure 3.3: Winthrop University's 2006-07 <i>Vision of Distinction</i> End-of-Year Excerpts.....	14
Figure 3.4: Categories of Winthrop University Data (Examples).....	16

Figure 7.2-1: Student Response to Academic Experiences on the 2006-07 Graduating Senior Survey.....	22
Figure 7.2-2: Student Response to Student Life Experiences on the 2006-07 Graduating Senior Survey.....	22
Figure 7.2-3: Student Responses to the General Education Program on the 2006-07 Graduating Senior Survey.....	23

Figure 7.2-4: First Year and Senior Student Satisfaction with Winthrop University As Reported on the 2006 and 2007 NSSE.....	24
Figure 7.2-5: 2001and 2004 Winthrop Alumni Satisfaction Survey.....	25
Figure 7.3-1: Recipients of Financial Aid at Winthrop University from 2002 to 2006.....	25
Figure 7.3-2: Total Financial Aid Awarded to Winthrop University Students from 2002 to 2006	26
Figure 7.3-3: Official Cohort Default Rate from 2002 to 2004	26
Figure 7.3-4: Academic Year Student Fees for 2005, 2006, and 2007.....	27
Figure 7.4-1: How would you rate on the following skills.....	27
Figure 7.4-2: For those courses you're struggling in, to what degree is the reason due to.....	28
Figure 7.4-3:Overall, to what degree do you feel you are successfulin the Following.	28
Figure 7.4-4: Number of New Personal Computers Installed In Faculty.....	29
Figure 7.5-1: Freshman Applications, Acceptances, and Enrollments.....	30
Figure 7.5-2: First-Year and Senior Student Averages and Comparisons	31
Figure 7.5-3: First-Year and Senior Student Averages and Comparisons	32
Figure 7.5-4: First-Year and Senior Student Averages and Comparisons	33
Figure 7.5-5: First-Year and Senior Student Averages and Comparisons	34
Figure 7.5-6: First-Year and Senior Student Averages and Comparisons	35
Figure 7.5-7: Level of Academic Challenge by College.....	36
Figure 7.5-8: Level of Active and Collaborative Learning by College.....	36
Figure 7.5-9:Level of Student-Faculty Interaction by College.....	37
Figure 7.5-10:Level of Enriching Educational Experience by College.....	37
Figure 7.5-11:Level of Supportive Campus Enviroment by College.....	38
Figure 7.5-12: First-Year Persistent Rates - All Students.....	39

Figure 7.5-13: First-Year Persistent Rates by Gender and Ethnicity.....	39
Figure 7.5-14: Retention of LIFE Scholarship Recipients.....	40
Figure 7.5-15: Four- and Six- Year Graduation Rates- All Students	40
Figure 7.5-16: Four- and Six- Year Graduation Rates by Ethnicity.....	40
Figure 7.5-17: Publications and Venues within which Winthrop University.....	41
Figure 7.6-1: Specialized, Program Specific Accreditations Maintained	43

Glossary of Terms and Abbreviations

AACTE	American Association of Colleges of Teacher Education
BASE	Basic Academic Subject Examination
CAS	College of Arts and Sciences
CBA	College of Business Administration
CHE	Commission on Higher Education
CLA	Collegiate Learning Assessment
COE	College of Education
CPA	Certified Public Accountant
CSRDE	Consortium for Student Retention Data Exchange
CVPA	College of Visual and Performing Art
EBI	Educational Benchmark Incorporated
EO	Executive Officer
FRS	Financial Resource System
HRS	Human Resource System
HMPX	Human Experience
INBRE	IDeA Networks of Biomedical Research Excellence
IPEDS	Integrated Postsecondary Education System
IT	Information Technology
LIFE	Legislative Incentive for Future Excellence
MAP	Making Achievement Possible
NCAA	National Collegiate Athletics Association
NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey of Student Engagement
ONCA	Office of Nationally Competitive Awards
PDAB	Professional Development Advisory Board
PRISM	Promoting Research in Science and Math
SACS	Southern Association of Colleges and Schools
SIS	Student Information System
TLC	Teaching and Learning Center
WILL	Winthrop Invests in Lifelong Learning

State Budget and Control Board
2006-07 Accountability Report
for
Winthrop University

Section I – Executive Summary

The Winthrop Experience: Live. Learn. Lead.

Winthrop University is a high performing, comprehensive teaching institution that enrolls over 6,400 students – most of whom are South Carolina residents – in 37 undergraduate and 25 graduate degree programs from the master's through the specialist. The University is located in Rock Hill, South Carolina, a city of nearly 60,000, and maintains a 100-acre campus with 325-acre sports and recreational areas. The institution is divided into five academic units: the Colleges of Arts and Sciences, Business Administration, Education, Visual and Performing Arts, as well as the University College. Dacus Library is also considered an academic unit, and its staff members hold faculty rank. The University consists of five main operating units – Academic Affairs, Finance and Business, Student Life, University Advancement, and University Development – all reporting to the President. Figure 1.1 presents the University's purpose, vision, mission, and values.

Figure 1.1
Winthrop University Purpose, Vision, Mission, and Values

Purpose

The purpose of Winthrop University is to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina.

Vision

Winthrop University will be – and will be recognized as – one of the best universities of its kind

Mission

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina. All eligible bachelor's, master's and specialist degrees in the liberal arts and sciences, education, business and the visual and performing arts are nationally accredited – part of the University's commitment to be among the very best institutions of its kind in the nation.

Building on its origins as a women's college, the Winthrop University of the 21st century is achieving national recognition as a competitive and distinctive, co-educational, public, residential comprehensive teaching institution.

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body of 6,000 students and will remain a medium-sized comprehensive teaching university for the foreseeable future. The University recruits South Carolina's best students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and state. Winthrop prides itself on being an institution of choice for groups traditionally under-represented on the college campus.

Winthrop's historic campus, located in a dynamic city within a major metropolitan area, provides a contemporary and supportive environment that promotes student learning and development. Winthrop has a diverse and able

faculty and professional staff of national caliber and supports their work as effective teachers, scholars, researchers, practitioners, and creative artists. Through this talented group, Winthrop students acquire and develop knowledge, skills, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with current methods and knowledge. As a result, Winthrop graduates are eminently well prepared to assume successful careers in business, industry, government, education, the arts, and human services, as well as to enter the most competitive graduate or professional schools.

Values

Winthrop University is committed to:

- Excellence
- Community
- Service
- Diversity

Major Achievements of 2006-07

In the 2006-07 *Vision of Distinction*, President Anthony J. DiGiorgio expressed that “the progress of these times requires a deeper kind of learning – a kind of learning that embeds itself in how an individual gathers information, processes it and acts on it. This deeper kind of learning can and should become a touchstone for lifelong learning and leadership.” This Report presents the evidence that Winthrop University, in fact, promotes deep learning and is one of the best universities of its kind in the country. New academic programs, successfully completed capital projects, as well as the maintenance of 100 percent accreditation of all applicable academic programs are just a few things that highlight a successful 2006-07 at Winthrop University. Figure 1.2 presents some examples of Winthrop’s achievements this past year.

Figure 1.2 Winthrop University’s Top Achievements of 2006-07	
Capital Projects	<ul style="list-style-type: none"> • The Lois Rhame West Health, Physical and Wellness Center, built with environmental best practices, was completed and open for business in fall 2007.
Enrollment	<ul style="list-style-type: none"> • Between fall 2005 and fall 2006, the incoming freshman class increased by 14.3%. • Between fall 2005 and fall 2006, the number of first-year African-American and Hispanic students increased by 22.8% and by 129%, respectively.
Retention/Graduation	<ul style="list-style-type: none"> • Between 2004 and 2005, the overall first-year persistence rate increased by 3%. • 57.9% of the 2001 cohort graduated from Winthrop in six years – one of

	the highest six-year graduation rates in the country.
Educational Value	<ul style="list-style-type: none"> • Winthrop was named – for the 15th time – <i>U.S. News & World Report's</i> Top Ten Regional Public Universities in the South. • <i>The Princeton Review</i> named Winthrop University as one of the nation's best value undergraduate institutions in its 2007 edition of "America's Best Value Colleges." • Winthrop is the state's top-rated university in the SC Commission on Higher Education's performance-rating accountability system.

Key Strategic Goals of Winthrop University

The Winthrop University *Vision of Distinction* delineates the nature and character of the institution, as well as the strategic goals identified in order to realize the vision. Figure 1.3 presents the 2006-07 strategic goals of Winthrop University.

Figure 1.3 Winthrop University's Strategic Goals of 2006-07
<ul style="list-style-type: none"> • Build and enhance Winthrop as a community of learners
<ul style="list-style-type: none"> • Recruit and maintain an achievement-oriented, socially responsible, and culturally diverse Student Body
<ul style="list-style-type: none"> • Offer accessible, yet challenging, courses in an environment committed to quality Academic Life of national caliber
<ul style="list-style-type: none"> • Provide and maintain state-of-the-art Facilities and Environs for the highest quality educational delivery, exhibitions, and competitions
<ul style="list-style-type: none"> • Provide Support Services for students, faculty, and staff based on national best practices
<ul style="list-style-type: none"> • Forge the most strategic Partnerships and Collaborations for the enhancement of the University, the community, and the state

Opportunities and Barriers

Winthrop is one of the best universities of its kind in the nation. With nearly 20 institutional citations in major national and state publications, the University continues to distinguish itself through both seizing opportunities and overcoming barriers. The University takes stock in the multiple opportunities it has at this time including; the enhancement of educational technology and distance learning, special social and academic programming designed to better retain first- and second-year students, the increase of service learning, as well as other unique

educational experiences for students, and the ramping up of important institutional effectiveness practices such as outcomes assessment for both faculty and staff.

Winthrop faces many of the same barriers it did last year including; the challenges of doing business-like planning in an environment of unpredictable allocations of operating and capital funds, the lack of bond bills to support the development of buildings and facilities, and continuing to deliver national caliber professional education on a solid foundation in the traditional liberal arts at a time of decreasing state support and increasing demands for accountability from groups with widely different educational priorities.

Use of This Report

The ideas and findings in this Report will be disseminated through the Executive Officer's (EO) to managers, deans, and ultimately to department chairs, as well as all faculty and staff. The Baldrige format of this report will allow for continued authentic analyses of Winthrop's systems and processes, as well as provide suggestions for continuous improvement, consistent with Winthrop's long-used *Vision of Distinction* strategic planning process.

Section II– Organizational Profile

Winthrop University was founded by David Bancroft Johnson in 1886 as Winthrop Normal School, in Columbia, SC. In 1891, the institution was moved to Rock Hill, SC, and by 1920, it was renamed Winthrop College: The South Carolina College for Women. Winthrop became co-educational in 1974 and, today, educates over 6,400 undergraduate and graduate students per year in the tradition of the liberal arts.

Winthrop University is now a public, comprehensive Master's institution that is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS), as well as multiple other program specific accreditation organizations. Winthrop has achieved 100 percent specialized accreditation for all eligible academic programs. The University is also subject to the authority of the Commission on Higher Education for the State of South Carolina (CHE), as well as the State Budget and Control Board.

The Winthrop University Board of Trustees maintains general supervision over and is vested with the conduct of the University. Twelve members comprise the Board, including the Governor of South Carolina and the State Superintendent of Education (or designees) who serve in an ex officio capacity. The 10 other members are either elected by joint ballot of the state Senate and House of Representatives, appointed by the governor, or elected by the Alumni Association. The Chair of the Faculty Conference and the Chair of the Council of Student Leaders also serve as non-voting members.

The Executive Committee possesses and exercises all the powers of the full Board in emergencies and has the responsibility to evaluate the President on an annual basis in accordance with the state agency head performance appraisal process. The Executive Committee provides general oversight for all matters related to long-range planning for the University; facilities planning; and personnel matters.

The Finance Committee provides general oversight of the finances of the University, including the annual institutional audit, as well as routine physical plant matters. The University Relations Committee provides general oversight for all matters related to student life; intercollegiate athletics; and alumni relations. This Committee considers matters relating to fundraising for the University. In the interest in creating a sustainable organization, Winthrop senior leadership ensures constant and open communication.

The campus senior leadership includes the President and Executive Officers who oversee Academic Affairs, Student Life, Finance and Business, and University Advancement. The President meets weekly with the Executive Officers and regularly with the Faculty Concerns Committee, Council of Student Leaders, and the Faculty Conference. The Executive Staff represents 28 leadership positions strategically appointed across the

institution. Winthrop University is an academically collegial and inclusive environment that supports faculty and employee empowerment.

Over 225 full-time faculty members, 82% of whom hold terminal degrees in their fields, nearly 400 administrative/professional staff, and over 115 maintenance staff serve over 6,400 students per year on Winthrop's only campus in Rock Hill, South Carolina. Figure 2.1 presents Winthrop's main educational departments and services.

Figure 2.1 Winthrop University's Educational Programs and Services as of 2006-07	
Main Educational Programs	University Services
<ul style="list-style-type: none"> • College of Arts and Sciences Biology Chemistry, Physics, Geology English Environmental Science History Human Nutrition Mass Communication Mathematics Modern Languages Philosophy and Religious Studies Political Science Psychology Social Work Sociology and Anthropology Speech • College of Business Accounting, Finance, Economics Computer Science and Quantitative Methods Entrepreneurship Human Resource Management Information Design International Business Management and Marketing • College of Education Center for Pedagogy Curriculum and Instruction Health and Physical Education • College of Visual and Performing Arts Fine Art Design Music Theater and Dance • University College • Dacus Library 	<ul style="list-style-type: none"> • President's Office Athletics • Student Life Admissions Bookstore Campus Police Career Services Dining Services Financial Aid Health and Counseling Records and Registration Residence Life Student Affairs • Finance and Business Computing and Information Technology Facilities Cashier Payroll Controller's Office Procurement and Risk Management Human Resources Postal Center • University Advancement Alumni Relations Development Printing Services Winthrop Foundation Winthrop University Real Estate University Relations

Winthrop faculty and staff members have become increasingly focused on continuous improvement practices over the past two decades. "Academic Life" has been a hallmark goal in the *Vision of Distinction* for over 17 years and the academic and service changes that have been made over this time reflect improved teaching and increasingly more deep learning experiences among students. Most courses are delivered in the traditional classroom – many of them "smart classrooms" – and an increasing number of students are involved in internships, coops, and service learning experiences. About 5% of Winthrop's courses are taught in either a blended format or exclusively online. Figure 2.2 presents Winthrop's fall 2006 enrollment and Figure 2.3 presents fall 2006 enrollment by ethnicity.

Figure 2.2 Winthrop University's Headcount Enrollment Fall 2006			
Level	Fall 2006		
	Male	Female	Total
Full-Time Undergraduate	1,424	3,197	4,621
Part-Time Undergraduate	147	343	490
Subtotal	1,571	3,540	5,111
Full-Time Graduate	119	193	312
Part-Time Graduate	229	640	869
Subtotal	348	833	1,181
Grand Total	1,919	4,373	6,292

Figure 2.3 Winthrop University's Headcount Enrollment by Ethnicity Fall 2006		
Ethnic Category	N	%
White, non-Hispanic	4,335	68.9%
Black, non-Hispanic	1,615	25.7%
International	138	2.2%
American Indian	27	0.4%
Asian/Pacific Islander	85	1.4%
Hispanic	92	1.5%
Unknown	0	0.0%
Total Students	6,292	100%

Between fall 1997 and fall 2006, Winthrop University saw a 12.9% increase in overall enrollment. In that same time, the enrollment of African American students increased by 35.6%. That figure for Hispanic students is 70.4%. Winthrop's key stakeholder groups are our students, parents, community members, and local businesses and industries. Our market influence attracts local and regional high school completers, technical college transfers, local teachers, and a variety of non-traditional, returning, students. Nearly 85% of our students are in-state and about 95% of our full-time students receive merit and need-based grants and scholarships.

Winthrop is an early adopter of outsourcing to the private sector for auxiliary services. Some of Winthrop's key suppliers include Aramark, our supplier of food and food services on campus, Follett, our key supplier for the Winthrop University Bookstore. Some of our key partners include local high schools, York Technical College, and multiple local business and industries. Winthrop University continues to have a substantial impact on the local economy and countless students and tax payers realize a significant return on their investment in the institution. For example, recent data from the South Carolina Employment Security Commission shows that of the 2003-04 graduates of Winthrop, elementary education majors had an employment rate of 86.4% just in the State of South Carolina alone. That figure is 76.2% for early childhood education majors, and 58.3% for psychology majors.

Winthrop maintains a variety of effective performance improvement systems for faculty and staff members. Beyond the State mandated performance evaluation system (e.g. Agency Head Evaluation, Administrative evaluation), the University features its own programs including Winthrop Invests in Lifelong Learning (WILL) Program, Teaching and Learning Center (TLC), Technology Tuesdays, and Faculty New to Winthrop Program.

The WILL Program provides basic education to those on the University staff who can benefit from it, Technology Tuesdays provides University faculty and staff with voluntary technological instruction, the TLC provides faculty with numerous professional development opportunities, and the Faculty New to Winthrop Program provides effective orientation to our new faculty about the unique learning culture at the University.

Figure 2.4 is the Winthrop University 2006-07 Organizational Chart., Figure 2.5 is Expenditures/Appropriations Chart, and Figure 2.6 is the Major Program Areas Chart.

Section III– Elements of the Malcolm Baldrige Award Criteria

Section III of this Report presents the unique characteristics, processes, and programs at Winthrop University that make it the high performing, well renowned institution that it is. Effective leadership and thoughtful, inclusive strategic planning have set the stage for faculty and student productivity, appropriate market focus, and good process management. Indeed, Winthrop University is a self-reflective institution that utilizes a variety of continuous improvement practices to remain on the cutting edge of teaching universities both in South Carolina and nationally.

Category 1 – Leadership

The organizational structure of Winthrop University reflects four main administrative units that all report to the President. Figure 3.1 presents the University’s Executive Officers as of 2006-07.

Figure 3.1 Winthrop University’s 2006-07 Executive Officers	
President Anthony J. DiGiorgio	
Vice President for Academic Affairs Thomas F. Moore Vice President for Student Life Frank P. Ardaiolo	Vice President for Finance and Business J.P. McKee Vice President for University Advancement Kathryn Holten

All positions at the University are under one of these four Executive Officers. All of the Executive Officers, as well as many other members of the Winthrop faculty, staff, and administration, establish organizational vision and values for the entire campus community and disseminated to the local community and beyond. In 2001, as part of the process that led to Winthrop’s strategic plan - the *Vision of Distinction*, President DiGiorgio established the Task Force on the Nature and Character of the University. This Task Force was charged with

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
	The Winthrop Community	Substantially increase the number of residential Academic Success Communities, refine the two-year foundational residential experience for students, ensure that the Winthrop degree continues to signify quality.	Fig. 7.1-1, Fig. 7.1-7
	The Student Body	Increase the applicant pool, increase the academic profile of applicants, assess adequacy of on-campus housing, create a model program to promote health and wellness.	Fig. 7.2-1, Fig. 7.2-4, Fig. 7.3-1, Fig. 7.5-1, Fig. 7.5-12
	Academic Life	Continue to deliver a foundational curriculum noted for its distinctiveness, ensure Winthrop's continued leadership in offering national-caliber academic programs, and increase opportunities for students to be involved in meaningful research.	Fig. 7.4-1, Fig. 7.4-2, Figure 7.4-3, Fig. 7.5-4
	Facilities and Environs	Complete construction of new academic facilities, renovate Tillman Hall, preserve the unique character of the Winthrop campus, and guide and inform long-term decision-making and resource identification.	TBD
	Support Services	Ensure that Winthrop's technological capacity remains current, ensure that Winthrop remains on the leading edge in technology utilization, and to improve efficiency and cost-effectiveness of administrative processes.	Fig. 7.4-4
	Partnerships and Collaborations	Establish a Winthrop University legislative agenda for the 2007 session fo the SC General Assembly and advance its engagement in activities that contribute to SC meeting changing workforce needs.	Fig. 7.6-1

--	--	--	--

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 43,027,914	\$ 18,236,668	\$ 45,843,156	\$ 18,889,273	\$ 47,600,000	\$ 19,455,951
Other Operating	\$ 33,947,717		\$ 34,497,472		\$ 35,100,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 10,685,238	\$ 2,685,972	\$ 11,651,942	\$ 2,842,823	\$ 12,900,000	\$ 3,160,733
Non-recurring						
Total	\$ 87,660,869	\$ 20,922,640	\$ 91,992,570	\$ 21,732,096	\$ 95,600,000	\$ 22,616,684

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		

Capital Reserve Funds		
Bonds		

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Arts and Sciences, Business, Education, Visual and Performing Arts and University College.	State: 14,230,325.00 Federal: 535,848.00 Other: 14,907,145.00 Total: 29,673,318.00 % of Total Budget: 33%	State: 15,285,506.00 Federal: 433,062.00 Other: 15,401,509.00 Total: 31,120,077.00 % of Total Budget: 34%	TBD
I. Academic Support	Support the University's instructional programs including the library, academic computing and instructional technology support.	State: 1,656,566.00 Federal: 7,750.00 Other: 5,063,033.00 Total: 6,727,349.00 % of Total Budget: 9%	State: 2,582,964.00 Federal: 4,255.00 Other: 4,725,147.00 Total: 7,312,366.00 % of Total Budget: 8%	TBD
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	State: 1,098,011.00 Federal: 171,542.00 Other: 8,537,241.00 Total: 9,806,794.00 % of Total Budget: 11%	State: 1,098,011.00 Federal: 220,000.00 Other: 9,362,782.00 Total: 10,680,793.00 % of Total Budget: 11%	TBD
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	State: 1,442,259.00 Federal: Other: 5,960,867.00 Total: 7,403,126.00 % of Total Budget: 8%	State: 1,442,259.00 Federal: Other: 6,160,475.00 Total: 7,602,734.00 % of Total Budget: 8%	TBD
I. Operation and Maintenance of Plant	Operate and maintain the university's facilities and grounds including grounds and building maintenance and renovations, housekeeping, police services and utility operations.	State: 2,495,479.00 Federal: Other: 9,614,351.00	State: 2,495,479.00 Federal: Other: 10,498,633.00	TBD

		Total: 12,109,803.00 % of Total Budget: 15%	Total: 12,994,112.00 % of Total Budget: 14%	
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State: Federal: Other: 8,374,134.00 Total: 8,374,134.00 % of Total Budget: 9%	State: Federal: Other: 8,743,400.00 Total: 8,743,400.00 % of Total Budget: 10%	TBD

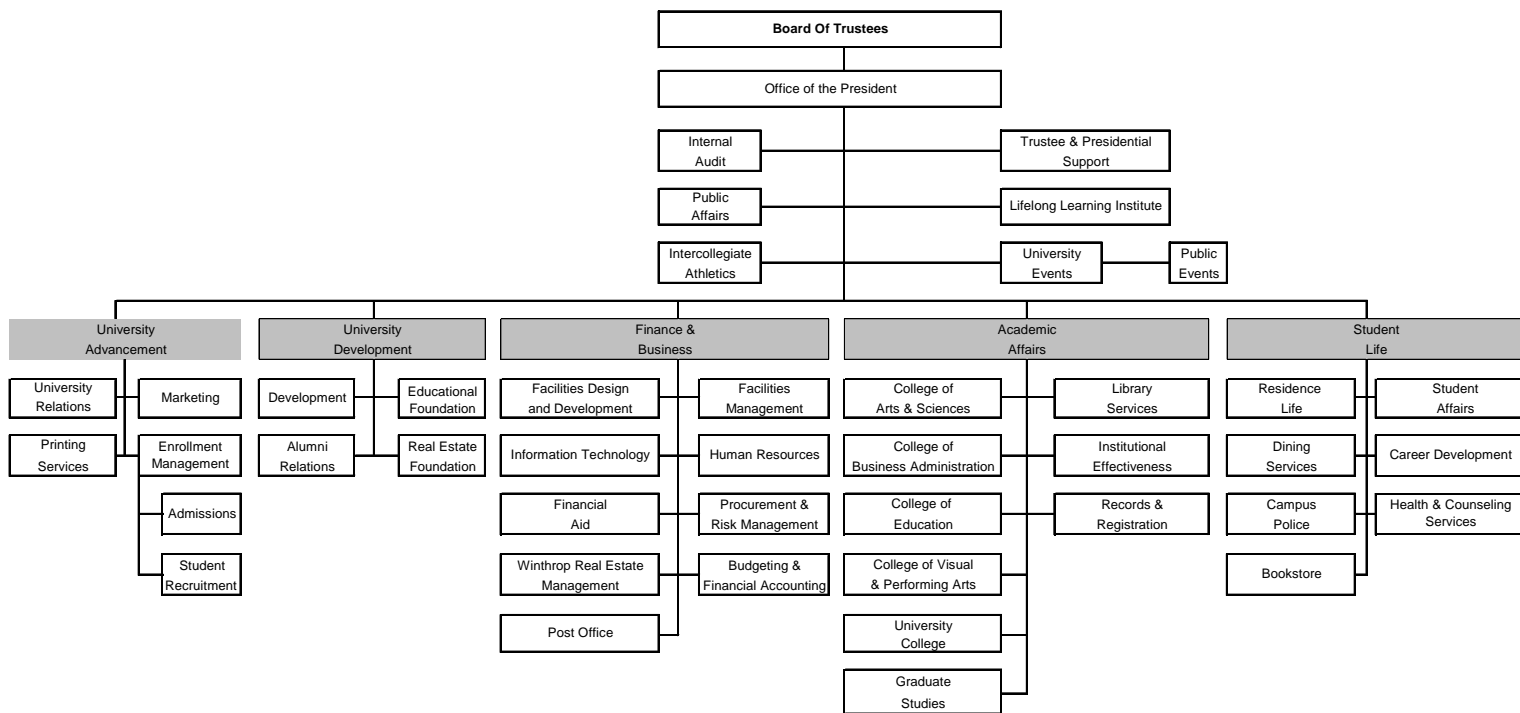
Below: List any programs not included above and show the remainder of expenditures by source of funds.

Research, Public Service, Scholarships and Fellowships, Depreciation

Remainder of Expenditures:	State: Federal: 2,364,390.00 Other: 11,201,929.00 Total: 13,566,319.00 % of Total Budget: 15%	State: Federal: 2,065,780.00 Other: 11,473,308.00 Total: 13,539,088.00 % of Total Budget: 15%
-----------------------------------	--	--

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

WINTHROP UNIVERSITY
ORGANIZATIONAL CHART 2007 - 2008



defining the nature and character of the institution, as well as crystallizing Winthrop’s mission, vision, and values.

Leadership is also evident at the College level. For example, in the College of Business Administration (CBA), each new faculty member is assigned a faculty mentor at the departmental level by the chair. New faculty orientation in the CBA is noteworthy. It is a four-part process in which department chairs work through the mentors and a formal peer evaluation system to help socialize new faculty. Faculty members across the College of Arts and Sciences (CAS) provide leadership by example in their continued work on deep learning. As a result, activities which foster deep learning are increasing throughout the CAS, as well as the other colleges. This helps to illustrate that leadership at Winthrop University is not just a “top-down” phenomenon. Faculty are encouraged to be proactive and provide campus leadership from the perspective of their disciplines, as well as the entire educational enterprise.

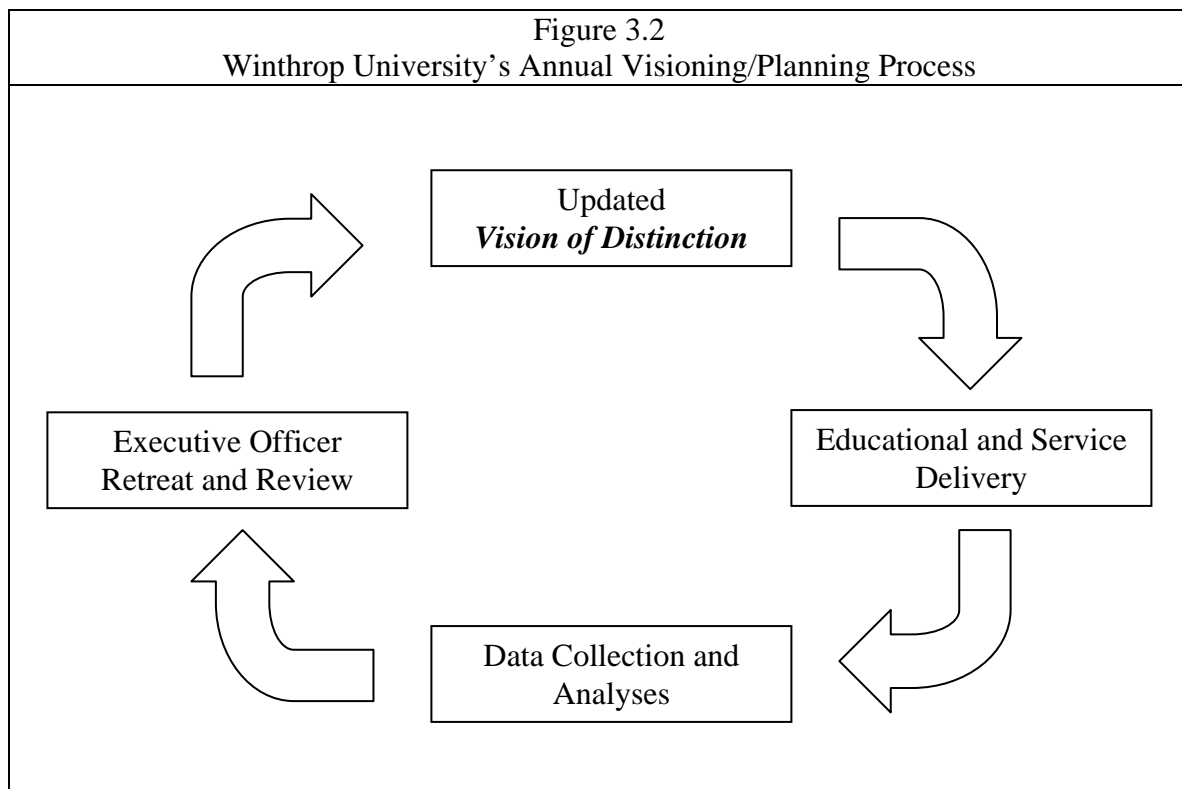
As was stated in this report last year, senior leaders promote an environment that fosters integrity and values in legal and ethical behavior. Policies and procedures are available in both print and electronically and all new campus employees participate in an orientation that introduces them to these institutional values. Senior leaders oversee the annual evaluation of campus employees and ensure that employees’ legal and ethical behavior is evaluated as part of this process. Standards of appropriate conduct are in place and deans and other managers are expected to communicate them to their employees on a regular basis.

Category 2 – Strategic Planning

Now in its eighteenth year, the campus-wide strategic planning process continues to put Winthrop University on the track of its preferred trajectory and future. In 1990, President DiGiorgio set into motion the visioning/planning process that has been refined over the years into a regularly occurring, cyclical process of visioning, identifying strategies and goals, and taking stock of the year’s accomplishments in an end-of-year update. The cycle starts over each fall when the following year’s version of the *Vision of Distinction* is disseminated and communicated to the entire campus community, as well as to key external stakeholders in the local community and region. In June of every year, the Executive Officers meet in a series of retreats and submit to the President their final updates of their respective areas of responsibility in the *Vision of Distinction* and

propose next-stage initiatives for the coming academic year. In early September the Executive Officers “staff” the *Vision of Distinction* by identifying who is responsible for the progress of each strategic initiative. In January the Executive Officers submit to the President mid-year progress updates.

As a part of the ongoing visioning process, the President formed a committee that was charged with defining the Nature and Character of Winthrop University for the 21st Century. Since that time, the President has involved key internal stakeholders to support and maintain the relevance of the goals and objectives in the *Vision of Distinction*. Each year, the President, the Executive Officers, as well as other key college faculty and staff, review the goals and accomplishments for the year just completed. The Executive Assistant to the President is then charged with identifying what was accomplished and what is still in progress in the end-of-year update. The end-of-year update delineates the goals, objectives, individual assignments, and specific accomplishments for the entire *Vision of Distinction* document. The President presents highlights of the previous year’s accomplishments to the entire campus community in the fall and the end-of-year report is then posted to the Winthrop website. Figure 3.2 presents the flow chart of Winthrop’s visioning/planning process.



As illustrated in the flow chart above, the updated *Vision of Distinction* is presented and disseminated to the campus and local communities in the fall and educational and service delivery takes place during the academic year. By the end of the spring semester, data on each of the objectives is collected and analyzed in the end-of-year report and by late summer, early fall, the updated *Vision of Distinction* is disseminated. This process ensures that the *Vision of Distinction* is a living document and that it always maintains relevance. The visioning/planning process is inclusive and involves the input from all internal and external stakeholders of Winthrop University. Figure 3.3 presents highlights from the 2006-07 end-of-year report.

Figure 3.3 Winthrop University's 2006-07 <i>Vision of Distinction</i> End-of-Year Report Excerpts			
Goal	Objective	Assigned to	Results/Analyses
The Winthrop Community	To continue to integrate and broaden student opportunities for civic engagement by expanding outreach to charitable and other volunteer organizations in the region, as well as public service/government entities seeking volunteer time and talent.	Jason Weil Jennifer Disney Jennifer Solomon	All freshmen will participate in group service projects through their Fall 08 ACAD 101 course, benefiting 16 community partners. The directory of volunteer opportunities has grown to 100 non-profit/community agencies. There has also been an increase in the number of structured opportunities through Serving Others and Reflecting (SOAR).
Academic Life	To increase academic success, retention, and on-time degree completion, Winthrop will analyze the structure and fee schedule for summer sessions and bring forth recommendations to broaden summer session participation at the undergraduate level.	Tom Moore ALC Summer Program Committee	Work was completed in October 2006 with a recommendation for reduced summer tuition. A new fee structure was approved for Summer 2007.
Support Services	Improve processing of financial aid and bookstore vouchers.	Glen Savage, Chair Leah Sturgis LeeAnn Johnson	The committee has met and has moved forward with defining both the overall goals of an automated PAF system and the actual processes involved in the approval and notification for each of the various types of personnel actions. Financial aid bookstore vouchers will be processed in a more timely fashion beginning in fall 2007.

The visioning/planning process effectively turns the vision for the University into action objectives. Each year, increasingly more of the institution's vision becomes reality through this strategic planning process. The *Vision of Distinction* presents the hallmark goals and objectives of the institution and the end-of-year report summarizes what was accomplished and what is still in progress. This planning process ensures that all of the objectives stated in the *Vision of Distinction* will be addressed each year.

Planning and institutional self-reflection take place at the college and departmental levels, as well. Each College takes seriously faculty evaluations in which students provide feedback about the instruction they received. Information Technology (IT) maintains a regular schedule of computer/software installation and replacement campus wide. Through concerted planning efforts, Winthrop has increased the number of residential Academic Success Communities on campus, as well as developed a plan to incorporate healthy living information and activities into all first-year students' educational experience. Finally, in the interest of increasing academic

success, retention, and on-time degree completion, the University will analyze the structure and fee schedule for the summer sessions.

Category 3 – Student, Stakeholder, and Market Focus

Winthrop University is a selective institution. While inquiries and applications are encouraged from all potential students, honed enrollment management practices ensure that the best possible student candidates are admitted to the University each year. Last year's report delineated some of the methods the Undergraduate Admissions Office utilizes to identify Winthrop's best student markets. This year's report focuses on other university wide initiatives, as well as some of that which is done in specific colleges.

Beginning in 2006-07, Admissions implemented new staffing and recruitment activities. Two new admissions counselors were added whose primary responsibility is to recruit out-of-state students. Because of its success previously, the Express Application was used again as a means of increasing the quality and geographic diversity of the applicant pool. Selected prospective students who had not applied by late fall were invited to submit an application that would result in expedited processing and admission decision is mailed within 10 business days from completion. In addition, Recruitment Plus software is currently being implemented which will enhance recruitment efforts substantially.

Admissions has begun hosting a brunch and information session for local area guidance counselors, including some from North Carolina. This has provided an ideal opportunity for them to obtain updates on the campus, academic programs, and admissions procedures. In order to increase the academic profile and diversity of the student body, the University increased the minimum scores of the SAT/ACT to select student search populations. In the interest of attracting the best possible students to Winthrop, the decision notification schedule was revised. In previous years, decisions were mailed out each month. Beginning fall 2007, Admissions established specific dates when decision letters are to be mailed. This revision provides an opportunity to extend early admission offers to the "better" students, and also provides flexibility on notifying students with weaker credentials.

The International Center staff assumed responsibility for all aspects of international admissions and recruitment during 2007. In short, international students work with one office from initial contact through graduation. The admissions staff will continue to work with staff in the International Center to ensure a smooth transition. In the interest of maintaining an in-state percentage of no less than 75 percent for undergraduates, the admissions counselors scheduled additional private visits during their out-of-state recruitment travel. They began implementing territory management whereby they will become much more knowledgeable of the schools in their areas and be able to target specific strategies.

The Student Service center in the College of Business Administration (CBA) manages the advising activities for all of their undergraduate majors. The center held five open house sessions during 2006-07. The College dean, associate dean, department chairs, and faculty members from each department met with prospective freshmen and their parents to discuss the various programs the CBA has to offer. In addition, the CBA has a new initiative to address the developmental challenges that students often times face. During 2006-07, the College was able to meet some of these goals through such functions as individual advising, the professional development conference, curriculum links, website creation and maintenance, the career series, and job placement assistance.

The Biology Department, part of the College of Arts & Sciences (CAS), developed a program that will help faculty members identify, recruit, support, and retain students from under-represented populations – particularly those students interested in the field of biomedical research. "Promoting Research in Science and Math" (PRISM) was piloted during 2006-07 and was successful in recruiting 18 total students (13 freshmen and 5 sophomores). The College of Education (COE) created a program designed to build positive and lasting relationships with selected public schools and agencies in the region. A new partnership was forged with Rock Hill High School District Three through the establishment of the Sunset Park Science and Technology Magnet School. For the College of Visual and Performing Arts (CVPA), the annual Winthrop Day Academic Showcase

and other Winthrop Preview Day events scheduled throughout the year serve as their primary vehicles for recruiting new students and promoting the College's programs to the public at large.

As reported last year, Winthrop acknowledges and fosters relationships with other stakeholders. The University conducts an annual employer outreach through Career Services. Employers are brought to campus in order to provide students with information about their companies and even to interview students, as well. The University also does a lot of customized education with local and regional businesses and industries. The University operates on the philosophy that the public is a major stakeholder and that Winthrop should be providing to the community value-added education through either traditional or customized delivery.

Category 4 – Measurement, Analysis, and Knowledge Management

As was reported in 2005-06, Winthrop University is a data-driven enterprise and faculty, staff, and administrators use a variety of data in order to be as self-reflective as possible. Winthrop University continues to be under increasing demands by regional and program specific accrediting organizations to specify institutional and student learning outcomes and use quality data in order to verify productivity. All data that are used by any complex organization can be categorized into one of four distinct quadrants combining the categories of quantitative/qualitative and standardized/locally developed. Quantitative data are by the numbers, such as enrollment data and survey results. Qualitative data are generally descriptive and in narrative form, such as focus group and interview results. Standardized data are systematically formatted for inter- and intra-institutional comparisons, such as the National Survey of Student Engagement (NSSE). Locally developed data are generated from in-house instruments, such as instructor evaluations. Figure 3.4 presents the matrix illustrating how different data fit into one of the four quadrants. Examples from Winthrop University are used to illustrate these comparisons. This is a representative sample only.

Figure 3.4 Categories of Winthrop University Data (Examples)		
	Quantitative	Qualitative
Standardized	National Survey of Student Engagement (NSSE) Consortium for Student Retention Data Exchange (CSRDE)	Lumina Foundation's Collegiate Learning Assessment (CLA) College Basic Academic Subjects Examination (College BASE)
Locally Developed	Winthrop Senior Survey Winthrop 3-Year Alumni Survey	Student Focus Groups Writing Rubric

Winthrop University supports the technological capacity to provide Academic Computing for both instructional and research functions. Within the Division of Computing and Information Technology, Academic Computing provides access to diverse computing resources. These include Linux servers and workstations, Windows XP microcomputer networks, and laboratories with PC and Apple microcomputers. Typical applications include desktop publishing, database management, spreadsheet analysis, graphics, communications, word processing, statistical analysis, and mathematical computation.

The University maintains institutional enrollment, employment, and financial data on a mainframe provided by SunGuard. The institutional data warehouse consists of data that are pulled from the system and are in the form of flat text files. The data warehouse consists of data related to enrollment, courses, faculty, facilities, scholarships, and student completions. The Admissions Office uses this data system to input applicant data, the Finance and Business division and those who handle budgets use the Financial Resource System (FRS) to input finance data, and the Office of Financial Aid uses FRS to input student financial aid data. The mainframe provides access to the Student Information Systems (SIS) which maintains all student data for the institution. The Office of Human Resources uses the Human Resource System (HRS) to input all information about the University's employees.

FRS, SIS, and HRS provide the University with a plethora of data that are to be culled and organized for institutional record keeping and decision making. However, as was stated last year, due to the nature of the flat files from the mainframe, data processing and institutional research can be cumbersome. Due to increasing demands for useful and reportable data, the Office of Institutional Effectiveness continues to update and streamline these flat files into SQL database files. This is a relational database system that allows for easier and more efficient data access and retrieval. As of summer 2007, all of the major data warehouse files needed for assessment and reporting purposes have been converted to this format.

Sources of locally developed data beyond the data warehouse include three-year alumni surveys, graduating senior survey, course evaluations, admitted student questionnaire, and departmental annual reports. Sources of standardized data that continue to be used at Winthrop include *U.S. News & World Report*, Consortium for Student Retention Data Exchange (CSRDE), Integrated Postsecondary Education System (IPEDS), National Survey of Student Engagement (NSSE), the Commission on Higher Education (CHE), and the National Collegiate Athletics Association (NCAA). Data from these sources complement what is retrieved from the data warehouse, help us to “triangulate” (compare different data related to the same topic), and turn the data into useful information.

As discussed in Category 2 (Strategic Planning), the *Vision of Distinction* provides the platform for specific data to be collected. Indicators are selected based on the main goals and objectives of the plan and these data are reported annually in the end-of-year report. The program outcomes assessment process continues at Winthrop and has already been helpful in informing faculty what to adjust in terms of what they teach and how they teach it. In short, faculty members of individual academic disciplines assess three intended student outcomes during a single academic year. This assessment process is helpful, as well, to get faculty and administrators to “delimit and focus” the data they collect as part of this process.

Beginning in spring 2006, the Office of Institutional Effectiveness produced the “Winthrop University Retention and Graduation Report.” This is an excellent example of translating organizational performance review findings into priorities for continuous improvement. This report shores up the most salient data related to student retention and graduation and has provided a unique platform for the Executive Officers to begin to modify policies and procedures related to improving student retention and graduation. This format of reporting has also been employed in analyzing data from NSSE, alumni feedback, and the Making Achievement Possible (MAP) survey piloted at Winthrop during 2006-07.

During 2006-07, the Office of Institutional Effectiveness teamed with the South Carolina Employment Security Commission on their program called “eTRACK.” This program matches the social security numbers of Winthrop graduates against those in the unemployment insurance database. Social security numbers that match yield information on the county of employment, field (or type of work), and salary range of many of Winthrop’s former students. Estimated employment rates and average monthly salary can be calculated from the data received. As part of the three-year alumni study, SSNs of all graduates between spring 2003 and fall 2004 (1,087 total) were submitted and, of those, 556, or 51.2%, were employed in a job covered by unemployment insurance between the 4th quarter of 2003 and the 3rd quarter of 2005. These data will continue to be collected each year for other cohorts so comparisons can be made.

In fall 2006, Student Life and University College contracted with Educational Benchmark, Incorporated (EBI) to run a special survey for all first-year students called Making Achievement Possible (MAP). Winthrop participated as one of two pilot campuses (Ball State University included) in the survey. The online survey instrument asked first-year students enrolled in Winthrop’s college success seminar (ACAD 101) multiple questions about their social experiences and academic performance at both high school and at Winthrop University. The collective results of this survey have been designed to be presented to students as a personal guide for their social and academic development, as well as for residential living coordinators and ACAD 101

instructors to use for advising. In addition, the survey results are an assessment tool to be used by faculty, staff, and administration for the continuous improvement of instruction and educational services.

General education assessment at Winthrop University is in full swing and showcases how faculty members utilize data and measurement in reflecting back on this crucial instruction. All faculty who teach Human Experience (HMXP) 102, one of the required general education courses, have been organized to uniformly collect data and assess the course for what students get out of it. In short, faculty members have agreed to do common assignments such as a “reasoned inquiry writing exercise,” “written social issue assignment,” and “oral presentation or class discussion element.” The faculty chair of the general education program and the executive director of institutional effectiveness organize the data coming from individual faculty members who teach the course and lead members of the HMXP 102 committee in doing an assessment of the data collected.

The College of Education continues to maintain their own specialized processes for analyses and knowledge management. In addition, their comprehensive unit assessment system continues to receive considerable national acclaim. Their assessment requirements are extensive (for NCATE) and each year, at least one faculty member is given release time to manage and provide leadership for these efforts. For the past four years, members of the College of Education have been invited to present aspects of their unit assessment system at the national meeting of AACTE (American Association of Colleges of Teacher Education), the premier higher education conference in teacher education. Winthrop’s College of Education was highlighted in the article, “Teacher-Training Schools Meeting NCATE-Set Assessment Standards,” in the March 15, 2006, issue of *Education Week*.

Overall, Winthrop faculty, staff, and administrators are responsive to data and understand its value within the University environment. Indeed, the University maintains a “culture of evidence” and most decisions are data driven. Faculty members focus on program outcomes assessment and, currently, general education assessment is a priority and multiple faculty members from all four Colleges are participating in this. The administration uses data extensively in planning and in enrollment management. Currently, members of the administration are using results and data from a “zip code of origin” study to plan and focus efforts in the area of enrollment management. The Office of Institutional Effectiveness provides support to the entire campus for assessment, data collection and analysis, and institutional research.

Category 5 – Faculty and Staff Focus

Professional development and the maintenance of quality teaching are an important part of the campus culture at Winthrop University. Multiple professional development programs, opportunities, and resources are available to all Winthrop faculty and staff. One strategic initiative under “The Winthrop Community” in the *Vision of Distinction* is to ensure that opportunities for engaged growth and development are encouraged and available for members of the University community of learners on an individual and collective basis. Winthrop continues to build an overarching plan for expanding professional development programs for faculty and staff. Many faculty and staff members take advantage of the multiple opportunities available for professional development on campus.

The Professional Development Advisory Board (PDAB) and the Teaching & Learning Center (TLC) continue to offer a wide and expanding series of programs including faculty and staff orientations, Teaching Squares, and numerous technology sections. Attendance at sessions, such as Preparing Annual Reports, has increased appreciably. The Teaching Squares Project continues to be very successful and enriches teaching and builds community through a structured process of classroom observations and shared reflection. The experience provides faculty with the opportunity to enrich their teaching through the observation and analysis of best practices among campus colleagues. Faculty members also have the opportunity to formulate their own plan for enhanced teaching based on their observations and reflections of square partners.

The culture of Winthrop University is one of lifelong learning. In direct support of this, an initiative was started to provide Winthrop staff members (usually grounds and facilities maintenance employees) with specialized

tutoring in order to raise their levels of literacy. The Winthrop Invests in Lifelong Learning (WILL) Program continues to be eminently successful and the TLC assisted in preparing a successful grant proposal to fund materials and supplies for it through the York County Literacy Program.

Individual departments within the College of Arts & Sciences make decisions regarding whether to establish advisory boards for their programs. These decisions are based on the nature of the discipline, whether or not to establish advisory boards for their programs. These decisions are based on the nature of the discipline, whether the curriculum is for a professional program, or whether the program has an external accrediting body that requires such an advisory board. Currently, four programs have instituted formal boards; those being the Winthrop INBRE External Advisory Board, the Department of Human Nutrition Advisory Board, the Environmental Program Advisory Board, and the Community Program Advisory Committee.

In the College of Business Administration, all non-tenured members of the department participate in the annual peer review process whereby a senior colleague gathers data regarding the teaching, intellectual contributions, and the services performance of these faculty members. Senior faculty members attend at least one classroom session in order to observe the instructor's platform skills. The review serves as an excellent developmental technique and has resulted in improved performance among those who were most in need of improvement.

In the College of Education, faculty members have investigated creating separate degrees for the BS in physical education (athletic training, teacher certification, and fitness/wellness). This plan has been approved. The College plans to explore the cost and requirement of the South Carolina Commission on Higher Education (CHE) for changing the fitness/wellness program to a BA in exercise science.

In the College of Visual and Performing Arts, the Arts & Design Faculty Exhibition was held from December 1, 2006, to January 25, 2007 in the Winthrop University Galleries. This was the seventh annual exhibition of an ongoing series highlighting the work of four, or more, different faculty members each year. This provides these faculty with a professional venue within which they can show their work, network with other faculty and students, and bring more positive attention to the arts at Winthrop University.

In order to foster dedication to and support for academic excellence, Winthrop has established the Office of Nationally Competitive Awards (ONCA) which implements a program to identify, encourage, advise, and mentor students and faculty who may be appropriate candidates for distinguished external scholarships, awards, and grant opportunities. The ONCA office was created its website launched with information and links for students and faculty members. ONCA has been profiled in the campus employee newsletter and a professor in the Department of Political Science was assigned this task along with an administrator to apprise members of the campus community of the concept and opportunities for assistance.

In all, Winthrop University values all faculty and staff and recognizes the importance of maintaining continual professional development opportunities. More and more faculty members are participating in Teaching Squares and have benefited greatly for having done so. The WILL Program attracts both faculty who wish to support it, as well as staff members who benefit from it. The TLC continues to increase offerings and provide professional development opportunities to both faculty and staff members campus wide.

Category 6 – Process Management

As was stated in this report in 2005-06, the delivery of the highest quality education and services possible to students is the first priority of the Mission of Winthrop University. Every academic unit and service entity on campus is focused on student success, as well as those key learning-centered processes that have the best effect on our students. The University's *Vision of Distinction*, as well as individual departmental and college-level plans, provides an ideal springboard for effective process management.

One of the main foci of Winthrop University in 2006-07 was the development of the process of professional and academic self-reflection. As a teaching university, Winthrop is dedicated to quality instruction and student learning. Winthrop is fortunate to have many faculty members who put their teaching and student learning first in their professional lives. As such, much focus in 2006-07 was placed on the development of effective, yet manageable, outcomes assessment campus wide. Discussed earlier in this report, great strides were made in the assessment of general education. Faculty members across the University and multiple disciplines worked hard in the articulation of general education outcomes, as well as the identification of appropriate indicators to measure them. The philosophy is “if it’s worth teaching, it’s worth assessing.” The human experience committee worked closely with the executive director of institutional effectiveness on the identification of general education outcomes for students through the human experience course. The following outcomes will be measured during 2007-08:

- Successful completers of Human Experience 102 have the capacity for self-reflection and reasoned inquiry.
- Successful completers of Human Experience 102 model reflective participation in a learning community.
- Successful completers of Human Experience 102 can articulate the perspective that knowledge is constructed, arising from a variety of viewpoints.

Faculty members carefully identified assessment tools they will use to measure the three outcomes stated above. These include a reasoned inquiry writing exercise, a course evaluation, a written social issue assignment, a “self” paper, an oral presentation, and a perspective exercise. A representative group of faculty members who sit on the human experience committee will select randomly student artifacts from all human experience courses to read and rate according to the intended outcomes and criteria established. This assessment will be documented on a matrix that presents the intended outcomes, connection to the University and program mission statements, the assessment results, and the proposed action plans that specify what will be adjusted in the program the following year in order to get students closer to the mark.

Excellent progress was made in the area of program outcomes assessment, as well. Such disciplines as biology, English, modern languages, mass communications, graphic design, and business administration all specified intended outcomes at the program level, along with assessment vehicles (the venue or environment in which the assessment takes place) and assessment tools (the actual instruments and tests used to collect assessment data). Many academic disciplines feature a capstone course or senior seminar for their majors – perhaps the best assessment vehicle in which to capture students’ learning and knowledge acquisition. The Department of English, for example, currently has a zero-credit senior seminar that will be reconfigured to be at least one credit and feature various outcomes assessment tools and activities. Many other disciplines that do not have a capstone course or senior seminar are working toward the creation of one that will fit within the context of the program.

The assessment requirements for the College of Education are extensive. A new instrument was developed and piloted with 11 faculty members in December 2006. The results were analyzed in January 2007. After reviewing the pilot results, the committee wanted more information from students who completed the survey. Students who had completed the fall survey were randomly selected to participate in an interview with faculty members in spring 2007. Because an insufficient number of students responded, the committee determined that they did not have sufficient feedback to present the instrument for a vote during 2006-07. The committee will submit the instrument to the faculty for a vote in October 2007.

Process management at Winthrop University during 2006-07 also included steps toward creating additional online courses, as well as increased student access to education. In the College of Business Administration, several major initiatives were dedicated to improving graduate programming. Five faculty members began doing instruction via WebCT and are piloting a hybrid delivery (defined as between 25 % and 50% of instruction being

delivered online). Understanding the importance of this form of educational delivery, the other three Colleges are also taking steps in this direction, thereby greatly increasing student access to higher education.

Under new leadership, the International Center streamlined many of the documents used for international students and moved as many as possible online. The Center also started the development of a WebCT site which will serve international students who are already on campus with a calendar, bulletin board, necessary documents, and a vehicle for electronic communication. Similarly, the Dacus Library implemented more streamlined procedures for requesting copyright permissions and paying fees, based on the university's new copyright cycle. This will be a substantial benefit for both faculty members and students.

In summary, Winthrop University has determined that the key learning-centered processes for students are their overall engagement with other students and faculty/staff inside and outside of classroom, the most up-to-date use of technology both inside and outside of the classroom, and the involvement of students in college related, non-academic activities such as sports, clubs, and active participation in any organizations. As already detailed, faculty and staff members view academic self-reflection in the form of outcomes assessment as an important component of professional responsibility. Key stakeholder input is acquired through various surveys, consultations, advisory groups, focus groups, and student academic performance. The *Vision of Distinction* has helped guide the allocation of adequate budgetary and financial resources to support these key learning-centered processes.

Category 7 – Results

For many years, the faculty, staff, and administrators at Winthrop University have engaged in the process of specifying intended outcomes, collecting data, and analyzing that data in light of the institution's overall mission and vision. This report gives us the opportunity to showcase our progress, as well as to identify areas where we need to improve. We recognize that assessment is an iterative, dynamic, and ongoing process of continuous improvement. Category 7 is divided into several sections including; measures of student learning, stakeholder satisfaction, budgetary and financial performance, work system performance, organizational effectiveness, and leadership and social responsibility.

Measures of Student Learning

Student learning at Winthrop University is measured in a variety of ways at both the departmental and institutional levels. The University has been using College BASE and the Lumina Foundation's Collegiate Learning Assessment (CLA) to measure students' command of general education competencies, such as writing, reading comprehension, and mathematics. While both tests have been working well to measure students' gains in general education competencies, the issue of low-stakes vs. high-stakes testing has become salient and faculty in many departments are having to reexamine the context within which their students are participating in these exams.

Winthrop faculty members have been measuring student learning outcomes for years and understand how student personal investment figures into their performance on tests and assignments. Beginning in 2007, the English Department is using the English portion of the College BASE for the purposes of program outcomes assessment. By embedding it as part of their senior seminar, it has raised the stakes substantially. Indeed, many faculty members view this as relevant to including students as partners in the learning process. The more students are included in on the processes of learning – including their own assessment – the more they will invest themselves in it. More academic departments are beginning to embed and infuse assessment measures as a part of the program's mosaic.

Figure 7.2-1 Student Responses to Academic Experiences on the 2006-07 Graduating Senior Survey	
Satisfaction with:	Cumulative percent of those who were “satisfied” and “very satisfied.”
your major program of study	87%
instruction in your major	85%
your overall academic experience	83%
opportunities to interact with and receive assistance from faculty	82%
instruction in your general education program	75%
your general education program	71%
Academic Computer Center	68%
faculty advising	63%
classroom facilities	62%
helpfulness of the Library staff	59%
concern of the administration for student needs	49%
Writing Center	43%
Math Lab	27%
college or department advising	25%
International Center	23%
Honors Program	19%

Stakeholder Satisfaction

This section presents satisfaction data from Winthrop students and alumni. Every year, the Office of Institutional Effectiveness manages the distribution of the locally-developed Graduating Senior Survey. Before seniors leave the institution, they are asked to participate in completing the survey by providing their response to a variety of questions. Figure 7.2-1 presents 16 main items relevant to academic experiences from the survey in descending order from their most to least satisfaction.

As can be seen in the data presented in Figure 7.2-1, graduating seniors tend to be most satisfied with their experiences directly in their major. Important to Winthrop, students’ “opportunities to interact with and receive assistance from faculty” received a respectably high score. Satisfaction with the International Center is expected to increase substantially during 2007-08 due to new leadership and upgraded facilities. Figure 7.2-2 presents 17 main items relevant to student life experiences from the survey in descending order from their most to least satisfaction.

Figure 7.2-2 Student Responses to Student Life Experiences on the 2006-07 Graduating Senior Survey	
Satisfaction with:	Cumulative percent of those who were “satisfied” and “very satisfied.”
campus appearance and cleanliness	89%
records and registration	67%
cultural events	62%
Winthrop Bookstore (Bookworm)	61%
Student Center facilities	58%
Student Health Services	55%

<u>Figure 7.2-2 - Continued</u> Student Responses to Student Life Experiences on the 2006-07 Graduating Senior Survey	
Dinkins Student Union events	54%
Satisfaction with athletic and intramural facilities and programs	52%
Financial Aid Office	51%
Satisfaction with intercollegiate athletic events	50%
Career Services	45%
Satisfaction with Resident Life services	44%
Satisfaction with on-campus residence hall facilities	35%
Satisfaction with dining services	33%
Satisfaction with Campus Ministries	30%
Satisfaction with counseling services	30%
Satisfaction with Multicultural Student Life Office and events	29%

The data presented in Figure 7.2-2 reinforce the work that has gone into campus facilities and grounds, as well as the streamlined registration process. Decisive steps have been taken to improve the registration process in recent years, including office practices and online portals. As a “teaching university,” Winthrop is dedicated to making such processes pragmatic for all students and it’s heartening to see that many students are satisfied with them. Moreover, the University has taken steps to improve on-campus living and programs, as well as dining services during the past two years and it is expected that these satisfaction figures will increase substantially.

The general education program has been an important focus at Winthrop University in recent years. Since the general education program was changed in 2003, it has been critical for faculty to continue to check back with students how the program is going for them and their overall satisfaction level with it. Figure 7.2-3 presents 13 main items relevant to the general education program from the survey in descending order from their most to least satisfaction.

<u>Figure 7.2-3</u> Student Responses to the General Education Program on the 2006-07 Graduating Senior Survey	
Rate the quality of the general education program in helping you to achieve the following educational outcome:	Cumulative percent of those who responded “excellent” and “good.”
Being a well-rounded, educated adult	88%
Understanding written information	86%
Analyzing more than one side of an issue	85%
Writing effectively	84%
Knowledge of humanities	83%
Learning how to live and work with others, including those from diverse backgrounds	83%
Overall quality of the general education program	82%
Developing a desire and ability for lifelong learning	81%
Speaking effectively	81%
Understanding and appreciating different cultures and philosophies of life	81%
Examining values, attitudes, beliefs, and habits which define the nature and quality of life	80%
Using computers/technology	80%
Using critical thinking/problem-solving skills	78%

<p align="center"><u>Figure 7.2-3 - Continued</u> Student Responses to the General Education Program on the 2006-07 Graduating Senior Survey</p>	
Understanding and appreciating works of art, music, theatre, and dance	77%
Using research skills (including library research)	76%
Understanding scientific knowledge and methods	70%
Using mathematics	67%

In all, student response to satisfaction with the general education program is strong. It appears that Winthrop graduating seniors are most comfortable with writing and the humanities. These are among the “hallmarks” of the general education program. Members of the faculty and administration take special note of these survey results, in particular. The university’s emphasis on deep and significant learning has led to substantial changes in the general education program – with an important emphasis on critical thinking, as well as students’ ability to analyze, synthesize, and evaluate information. Because of this, members of the faculty are particularly focused on how students respond to the item “using critical thinking/problem-solving skills.” The consensus is that faculty members would like to see a higher rating than 78% for that item. In addition, special attention will be placed on students’ command of and self-efficacy regarding their use of research skills, scientific methods, and mathematics.

Every year since 2001, Winthrop has participated in the National Survey of Student Engagement (NSSE). The NSSE is more of a campus climate barometer than it is a satisfaction inventory. However, the survey does ask both first-year and senior students to indicate their satisfaction with their educational experience at the institution. Figure 7.2-4 presents these satisfaction data for both 2006 and 2007.

<p align="center"><u>Figure 7.2-4</u> First-Year and Senior Student Satisfaction with Winthrop University As Reported on the 2006 and 2007 NSSE</p>					
Item	Class	Winthrop	Selected Peers	Master’s	National
How would you evaluate your entire educational experience at your institution? (2006)	FY	3.21	3.08*.19	3.13	3.16
	SR	3.28	3.10*.24	3.16	3.19
How would you evaluate your entire educational experience at your institution? (2007)	FY	3.26	3.19	3.14**.17	3.18*.11
	SR	3.32	3.20*.17	3.15**.23	3.20*.17
If you could start over again, would you go to the same institution you are now attending? (2006)	FY	3.23	3.13	3.18	3.20
	SR	3.22	3.10	3.14	3.17
If you could start over again, would you go to the same institution you are now attending? (2007)	FY	3.26	3.26	3.16*.12	3.22
	SR	3.12	3.22	3.13	3.19

(1=poor, 2=fair, 3=good, 4=excellent) (*p<.05, **p<.01, ***p<.001 – 2-tailed)

According to 2006 and 2007 NSSE results, both first-year and senior students are happy with their experiences at Winthrop University and would choose to attend once more, if they had to do it over again. These results are in agreement with other survey findings and reinforce the quality of education, as well as social experiences, students have at Winthrop University.

The Office of Institutional Effectiveness conducts a three-year alumni follow-up on a regular basis – the last one being of the 2004 graduates in 2006-07. Figure 7.2-5 presents relevant data on alumni satisfaction with Winthrop University from both 2001 and 2004 alumni.

Figure 7.2-5

2001 and 2004 Winthrop Alumni Satisfaction

Satisfaction with:	2001 Alumni Cumulative percent of those who responded “satisfied” and “very satisfied.”	2004 Alumni Cumulative percent of those who responded “satisfied” and “very satisfied.”
Your overall academic experience	72.7%	94.9%
Your major program of study	71.9%	88.2%
Instruction in your major	68.8%	88.9%
Your general education program of study	67.2%	80.0%
Instruction in general education	66.4%	82.9%

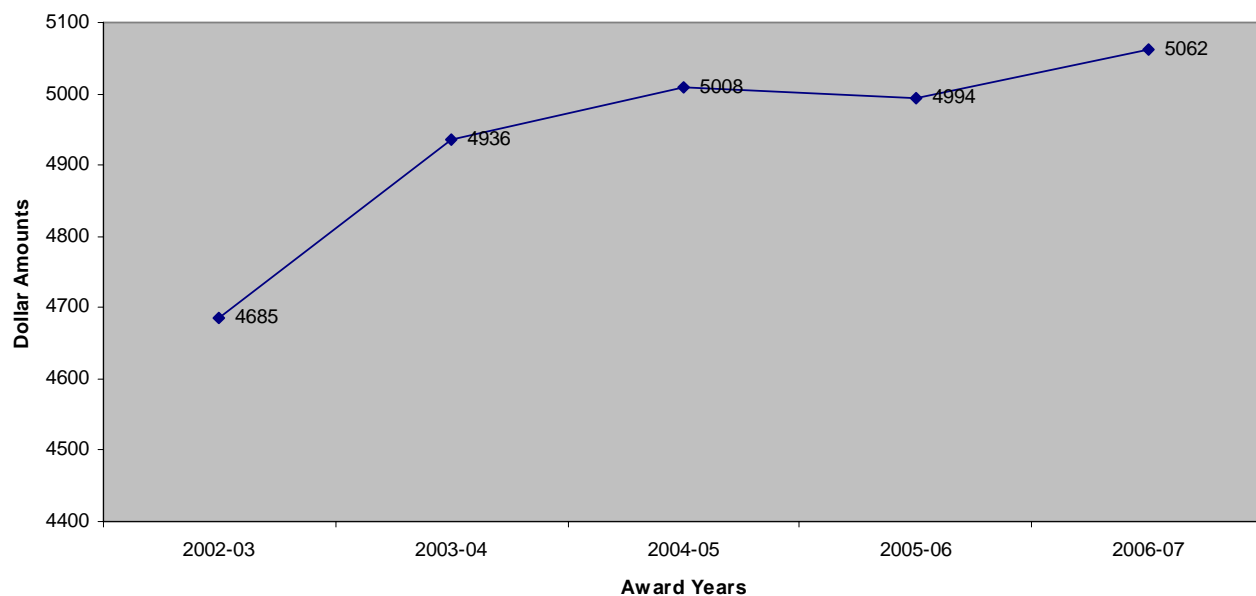
Many changes have taken place at Winthrop University since 2001 and these data support that they were good. On four out of five categories in Figure 7.2-5, 2004 alumni self-reported, on average, 20% higher than 2001 alumni. Winthrop faculty were delighted to see that their efforts have paid off and that alumni have reported such positive results about both individual academic programs, as well as general education. These data reflect multiple improvements and adjustments to many programs of study, as well as the general education program, discussed in more detail earlier in this report.

Budgetary and Financial Performance

The following information comes from both the Division of Finance and Business and the Office of Financial Aid. Winthrop’s key measures of budgetary and financial performance include containing costs for both students and the institution, as well as attaining outside funding for the institution when possible.

Figure 7.3-1

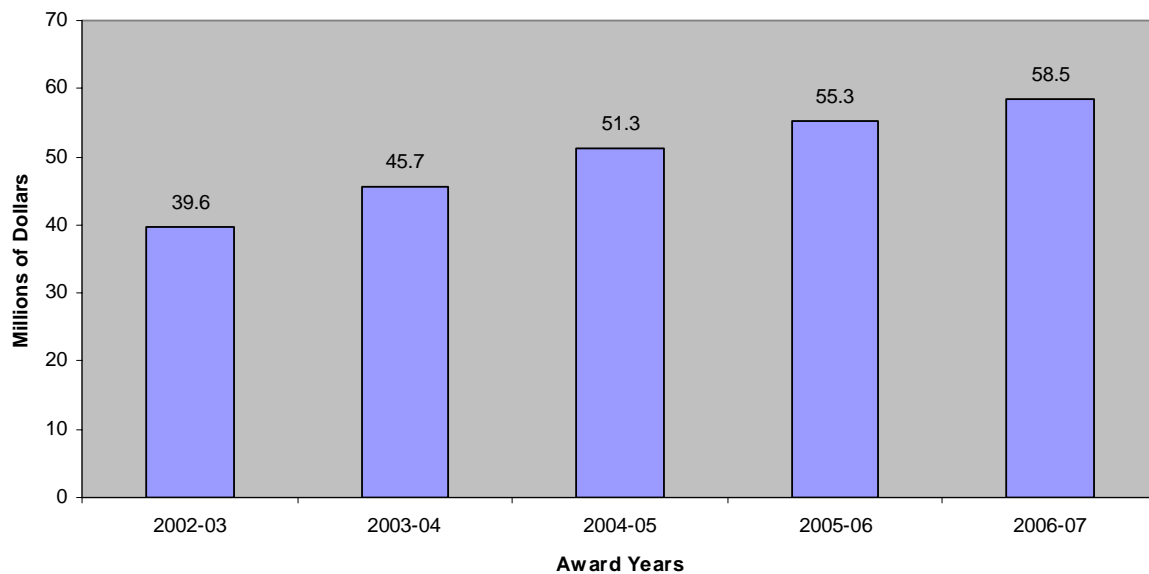
Recipients of Financial Aid at Winthrop University from 2002 to 2006



An increasing proportion of Winthrop students are gaining access to the institution through financial aid. Figure 7.3-1 presents the total number of students receiving some form of financial aid over the five-year period. Between 2002 and 2006, there was an 8% increase in the number of students receiving some form of financial aid at Winthrop University. This increase is attributed to reductions in appropriated state support to higher education in South Carolina, which necessitated a tuition increase in order to maintain quality and value.

Figure 7.3-2

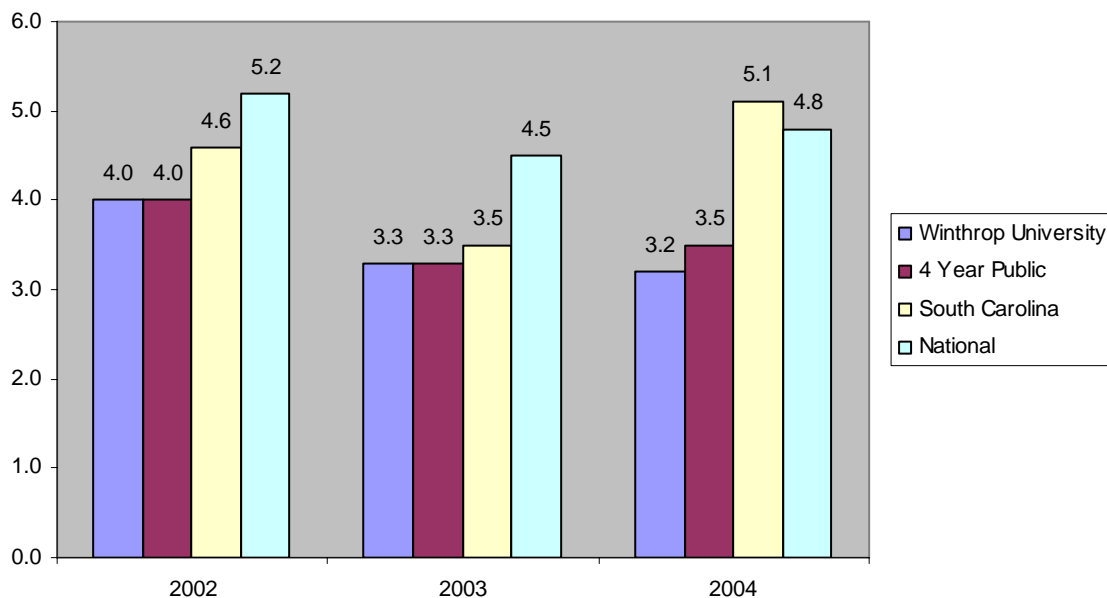
Total Financial Aid Awarded to Winthrop University Students from 2002 to 2006



The data presented in Figure 7.3-2 show the total dollar amount awarded as student aid from 2002 to 2006. Between 2002 and 2006, the total amount of money awarded to Winthrop University students in the form of financial aid increased by 47.7%. Scholarships and grants account for a substantial portion of this increase. Because of financial aid, many students who otherwise could not pay for their education are able to enroll. In addition, in 2006-07, the University set aside \$250,000 to assist in funding needy students.

Figure 7.3-3

Official Cohort Default Rate from 2002 to 2004



The institutional cohort default rate is a measure of student responsibility in returning money that was officially loaned to them for their education. Winthrop's institutional cohort default rate for federal student loans has steadily declined during the past three years. The rate continues to fall below the national default rate and is consistent with the rate for four-year public institutions. Between 2002 and 2004, Winthrop's cohort default rate went down by 25%.

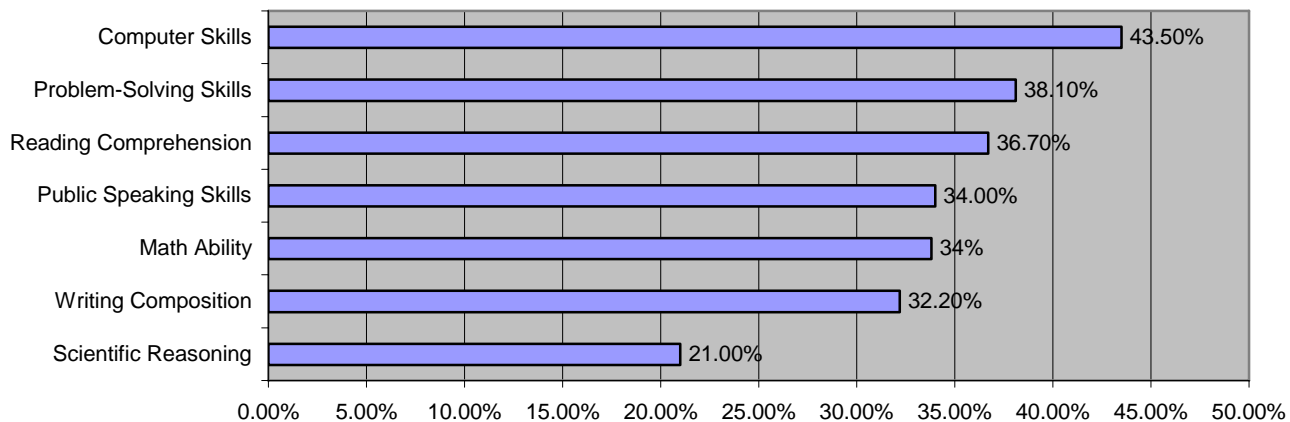
Figure 7.3-4 Academic Year Student Fees for 2005, 2006, and 2007			
	2004-05 (% Diff)	2005-06 (% Diff)	2006-07 (% Diff)
Tuition			
-In-State	\$7,816 (17.5%)	\$8,756 (12.0%)	\$10,210 (16.6%)
-Out-of-State	\$14,410 (17.6%)	\$16,150 (12.1%)	\$19,034 (17.9%)
Room & Board			
-Room	\$3,060 (10.5%)	\$3,420 (11.8%)	\$3,780 (10.5%)
-Board	\$1,932 (3.9%)	\$1,932 (0.0%)	\$2,130 (10.2%)
Total Fees			
-In-State	\$12,808 (13.5%)	\$14,108 (10.1%)	\$16,120 (14.3%)
-Out-of-State	\$19,402 (14.9%)	\$21,502 (10.8%)	\$24,944 (16.0%)

In an effort to contain costs for students as much as possible, the University raises tuition and room/board only when it's necessary to maintain operations. Whenever state allocations decrease, the University is left to make up the difference in either increasing student tuition and room/board or raising additional private funds. As can be seen in Figure 7.3-4, tuition, fees, and room/board have all increased appreciably between 2005 and 2007. The tuition and fees increase is directly attributable to a decrease in State support of the institution.

Work System Performance

The faculty, staff, and administration at Winthrop University recognize that an effective “work system” is one in which there is good communication between faculty and students and that institutional expectations are understood consistently between them. As discussed earlier in this report, during 2006-07, Winthrop participated in EBI's MAP survey of students. Figure 7.4-1 presents summary results of students' ratings on seven important academic skills.

Figure 7.4-1
How would you rate on the following skills?

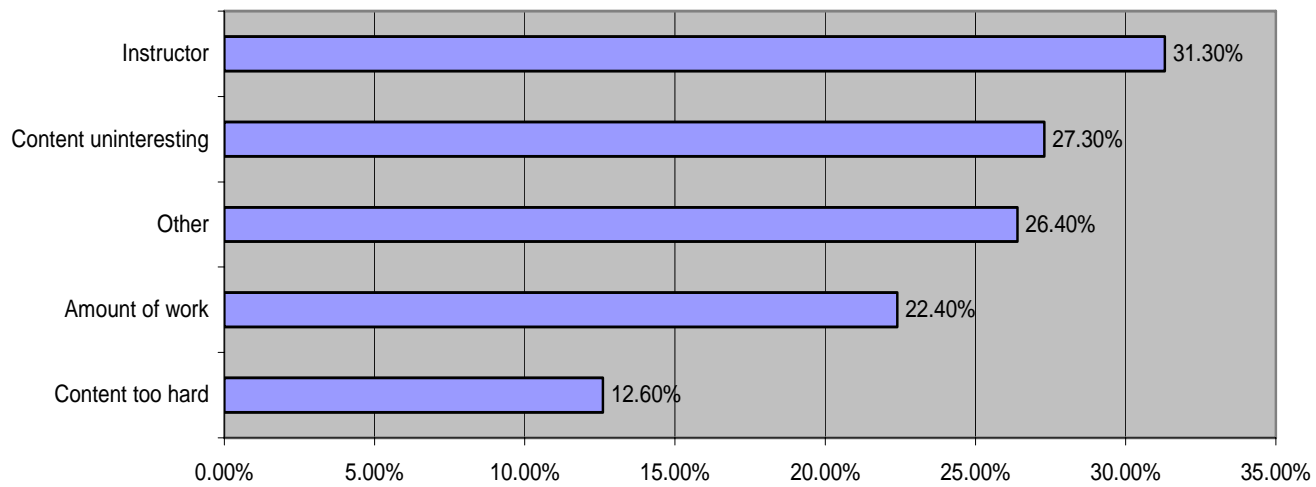


*The percentages represent the proportion of students who indicated that they were “very good” or “excellent” with the given skill.

A good number of responding first-year students indicated confidence in the computer and problem-solving skills, yet comparatively little confidence in their ability to reason scientifically. These data are comparable to how students at many other institutions respond. However, it is interesting that these students feel less confident in their ability to write than their ability to use math. Other data do not support this, so it is a point that faculty believe is worth looking into. Additional MAP data show that 57% of responding first-year students studied 30 minutes to an hour for a test in high school while 54.7% of them expect to study 2 to 3.5 hours for a test in

college. Clearly, these students expect their college experience to be more substantive than their high school experience. Also, other MAP data show that 98.9% of responding first-year students take 5, or more, classes at Winthrop during fall 2006 – and 78% of them struggled in at least one of those classes. These data speak to the efficacy and students’ reception of the university’s work system.

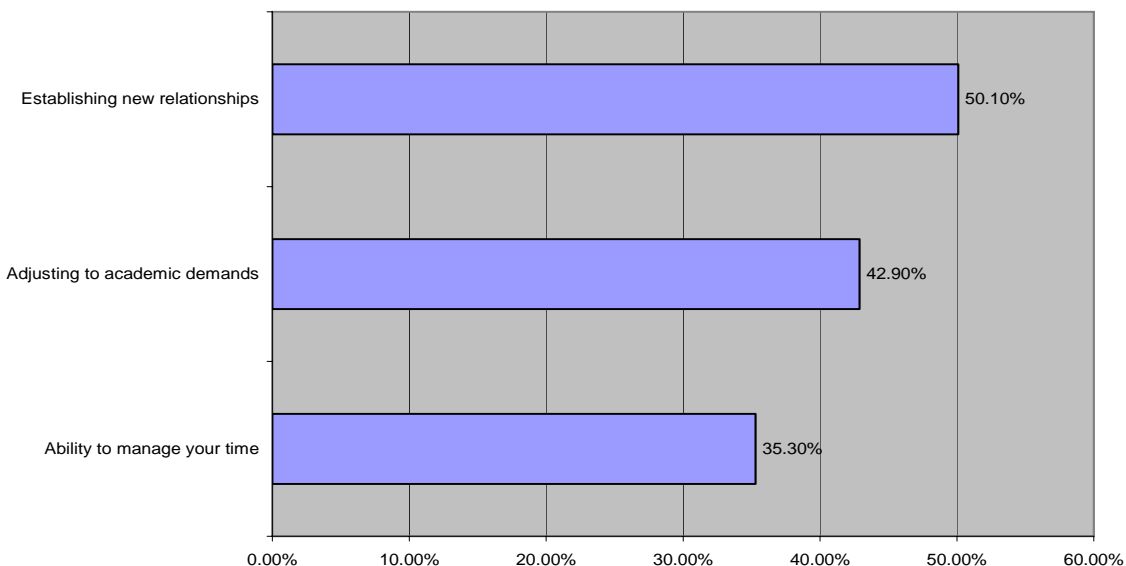
Figure 7.4-2
For those courses you're struggling in, to what degree is the reason due to:



*The percentages represent the proportion of students who indicated “extremely” in the specified area.

Figure 7.4-2 presents student responses to reasons why they are struggling in their coursework. Responding first-year students are about 40% more likely to be struggling academically due to their instructor, rather than the difficulty of the course content. Additional MAP data show that 82.9% of all responding first-year students indicated that they’re struggling in their courses only moderately. A low number of students, by comparison, indicated that the content of their courses is too hard. It was no surprise to see that instructors themselves came in as the top reason why students struggle in some of their courses. As such, the Winthrop “work system” includes what the University does to provide faculty and staff professional development.

Figure 7.4-3
Overall, to what degree to you feel you are successful in the following:



*The percentages represent the proportion of students who indicated “extremely” in the specified area.

Figure 7.4-3 presents what students believe they are most successful at during their time at Winthrop. These data support the belief that many faculty members have regarding students' time management. The University offers students many opportunities for social interaction and events, especially for those who live on campus. Much has been done in recent years to address resident life and these data reflect this.

Finally, relevant to Winthrop's work system performance, all tenured and tenure-track faculty members submit individual annual reports to their chair each year in the spring. Faculty are encouraged to identify their personal accomplishments in accordance with the key measures on work performance and indicate where the University can provide them better assistance to accomplish what they need to in the areas of teaching, scholarship, and service. These reports filter up to the college deans and the Vice President for Academic Affairs.

In the interest of maintaining functional work systems on campus, technology upgrades are necessary. All full-time faculty and staff (as well as student labs) receive PC or Mac computers on a three-year rotation cycle. Therefore, all computers belonging to full-time faculty or staff are never more than three-years old. After the computers are three-years old, they are rotated into areas of secondary need such as in offices for graduate assistants and part-time faculty.

Figure 7.4-4
Number of New Personal Computers Installed in Faculty and Staff Offices
2004-2007

Year	Number of new PC's Installed in faculty/staff offices
2006-07	Over 429
2005-06	Over 440
2004-05	Over 415
2003-04	Over 620

The University is also engaged in a project to replace any CRT monitors found on campus with LCD monitors. Over 80% of the CRT monitors have been located and replaced through attrition (when the entire computer is upgraded) or by direct replacement. This project is aimed at improving health and convenience. LCD monitors take up less desk space for convenience. LCD monitors also generate far less radiation and produce less eye strain. In addition, the User Support Helpdesk call center opens and resolves well over 13,000 work orders or trouble tickets per year and the Department of Telecommunications opens and resolves over 1,500 work orders or trouble tickets per year.

Organizational Effectiveness

Winthrop University maintains several key measures on organizational effectiveness. Among them are student enrollment, engagement, retention and graduation rates. Many of the following data are reviewed annually by Academic Affairs, as well as the Executive Officers.

Table 7.5-1 presents freshmen applications, acceptances, and actual enrollments for fall 2004 to fall 2006. The admissions process is crucial in that it's important to attract the right students to apply and enroll at Winthrop.

Figure 7.5-1
Freshmen Applications, Acceptances, and Enrollments
Fall 2004 – Fall 2006

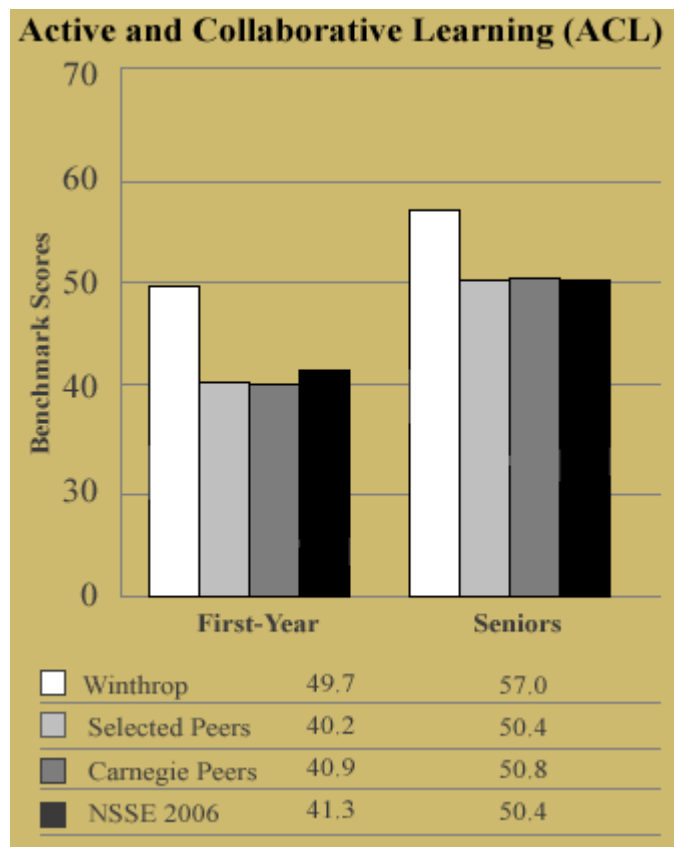
Year	2004	2005	2006
Applications	3,617	4,303	5,328
Acceptances	2,452	2,985	3,704
Accept as % of Applied	67.8%	69.4%	69.5%
Enrolled	1,001	1,017	1,183
Enrolled as % of Accept	40.8%	34.1%	31.9%

Between fall 2004 and fall 2006, the number of applicants increased by 47.3% and the number of acceptances increased by 51%. While those increases are substantial, the proportion of those actually enrolling is going down steadily (8.9% between 2004 and 2006). Winthrop's goal is to keep that figure at, or above, 40% for the purposes of effective planning and enrollment management. To this end, the Office of Institutional Effectiveness began a "zip code of origin" study in 2007 that identifies where Winthrop students are coming from within South Carolina, Georgia, and North Carolina. Thus far, the results indicate that students' home location and proximity to the University is a major criterion. As this study continues to unfold, more decisive results will be presented in future accountability reports.

As previously noted, Winthrop uses the National Survey of Student Engagement (NSSE) to track students' experiences in activities leading to academic success. Nearly 560 public and private four-year colleges and universities participated in this survey in 2006. Response rates for both first-year students and seniors at Winthrop have been strong every year since 2001. Results reported indicate Winthrop University students exceeded those of national peers on many of the measures, a powerful indicator of organizational effectiveness.

Figure 7.5-2

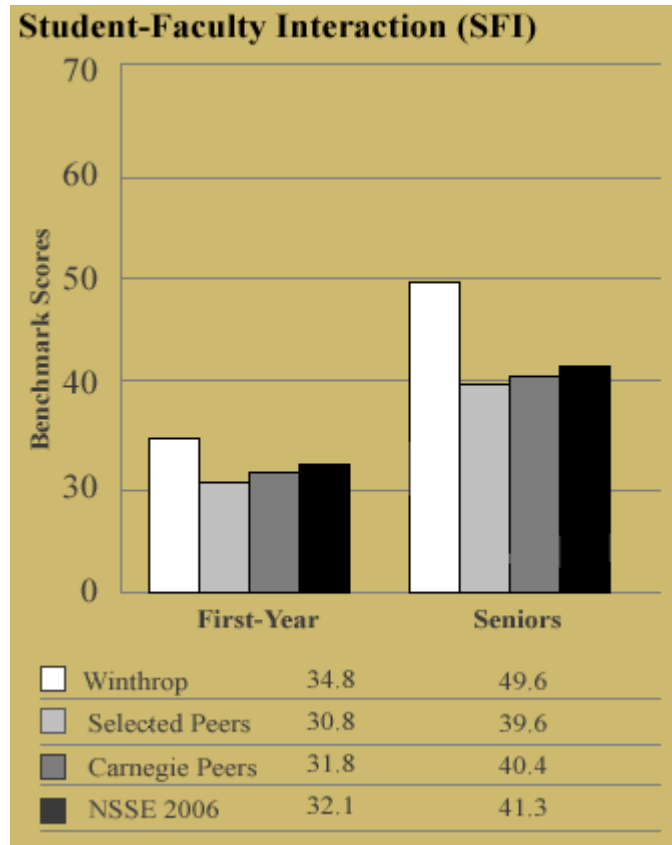
First-Year and Senior Student Averages and Comparisons on Active and Collaborative Learning from the 2006 National Survey of Student Engagement (NSSE)



Both first-year students and seniors self-reported higher responses than all three comparison groups in the area of active and collaborative learning. This means that Winthrop students are encouraged to ask questions in class, worked with other students on projects, tutored or taught other students, and discussed ideas from readings or classes with others outside of class.

Figure 7.5-3

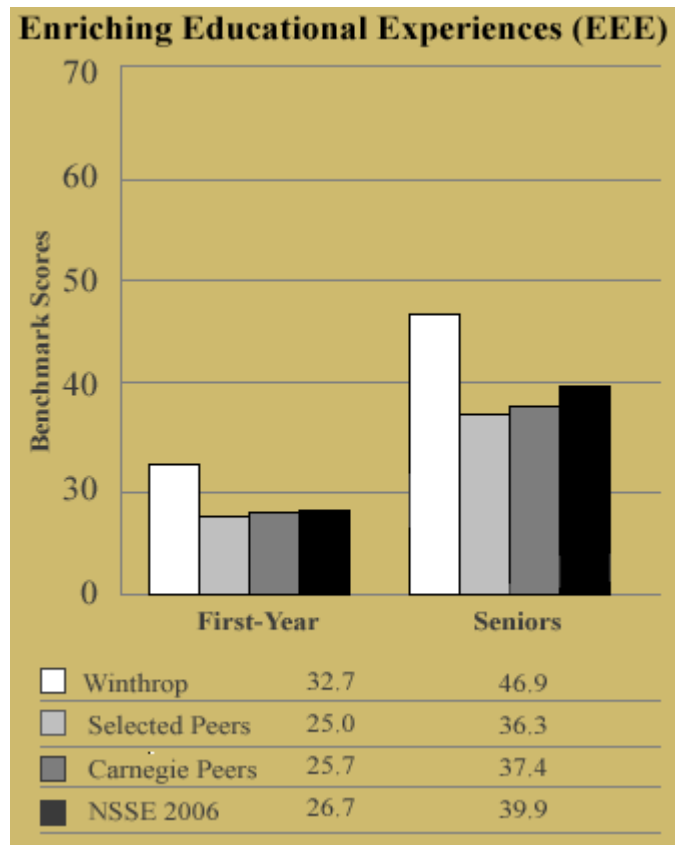
First-Year and Senior Student Averages and Comparisons on Student-Faculty Interaction from the 2006 National Survey of Student Engagement (NSSE)



In the area of student-faculty interaction, both first-year students and seniors self-reported higher averages than all other comparison groups. This, again, speaks well of Winthrop and how students are engaged by our faculty. For the most part, Winthrop students exceeded students at other colleges and universities around the country in the areas of discussing grades or assignments with an instructor, talking about career plans with a faculty member or advisor, working with faculty members on activities other than coursework, and receiving prompt feedback from faculty regarding academic performance.

Figure 7.5-4

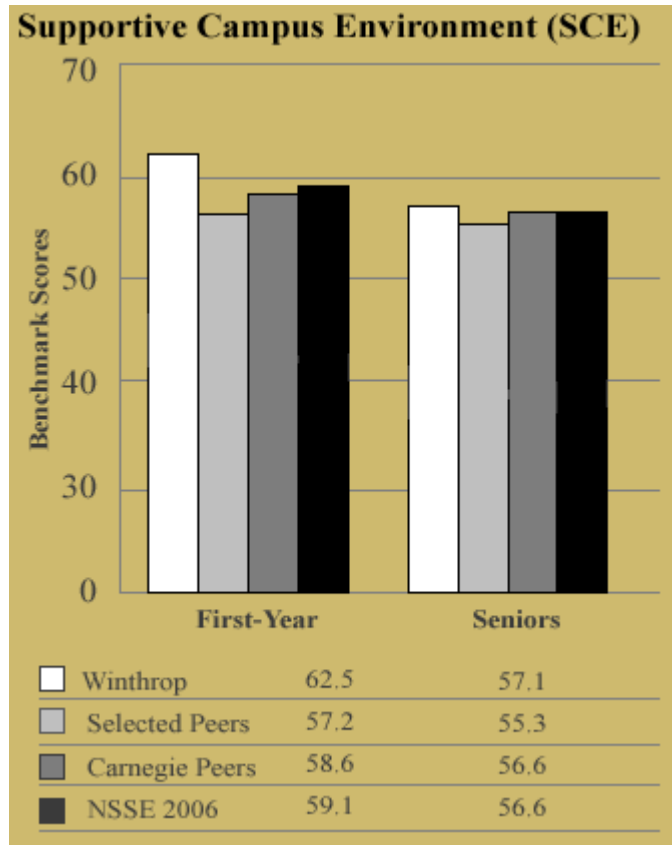
First-Year and Senior Student Averages and Comparisons on Enriching Educational Experiences from the 2006 National Survey of Student Engagement (NSSE)



Winthrop first-year students and seniors appear to have more enriching educational experiences than their counterparts at other colleges and universities around the country, in general. This means that Winthrop students do more of such things as participate in co-curricular activities, engage in internships and co-op experiences, have frequent contact with other students who are different from themselves, and participate in learning communities. Again, this is another strong indication that the University is maintaining its intended organizational effectiveness.

Figure 7.5-5

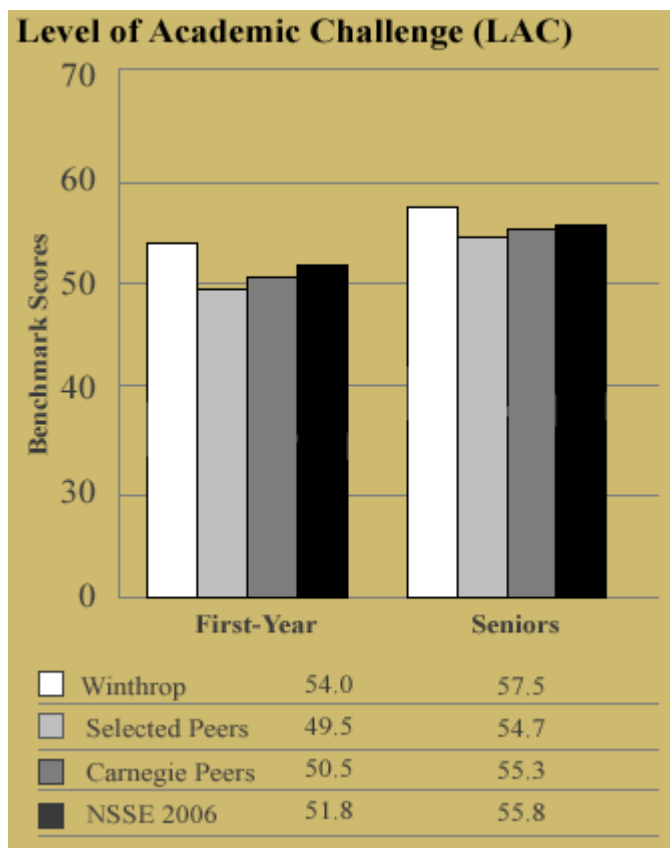
First-Year and Senior Student Averages and Comparisons on Supportive Campus Environment from the 2006 National Survey of Student Engagement (NSSE)



The maintenance of a supportive campus climate is another key measure of Winthrop's organizational effectiveness. The University community is proud of these results from 2006, as they speak to one of the major goals of Winthrop University. First-year students and seniors both indicated that the campus environment provides support for academic success, as well as coping with non-academic responsibilities. In addition, these students indicated that their quality of relationships with other students, faculty, and staff is better, on average, than how their counterparts indicated.

Figure 7.5-6

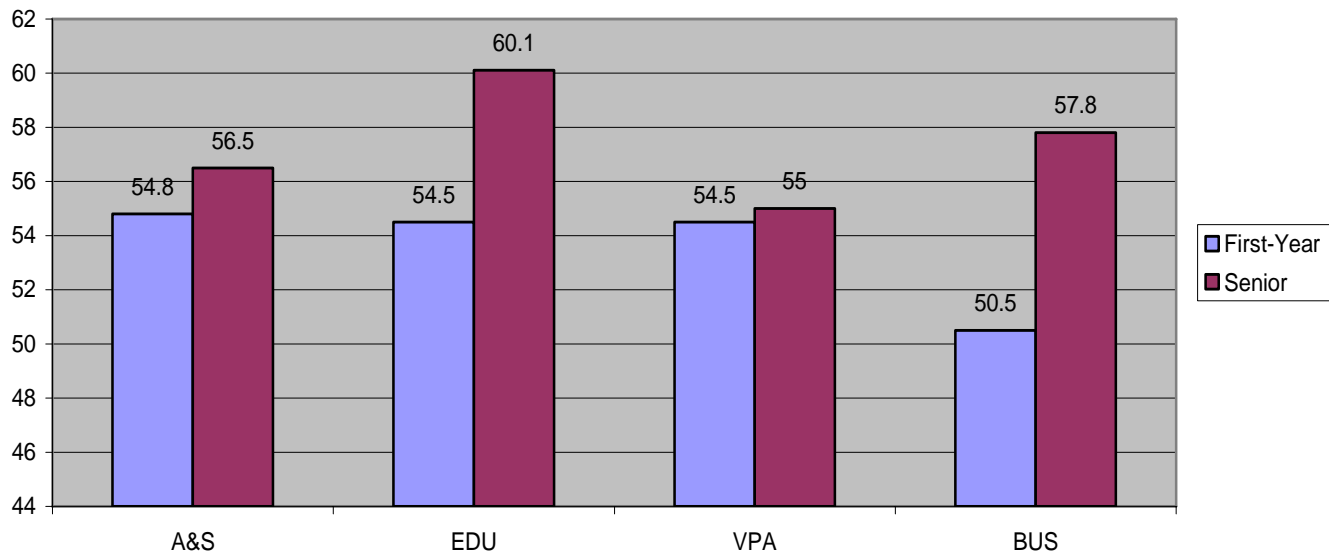
First-Year and Senior Student Averages and Comparisons on Level of Academic Challenge from the 2006 National Survey of Student Engagement (NSSE)



Winthrop first-year students and seniors self-reported very high in this area. Showing substantial improvement from 2005, both student groups at Winthrop University exceeded all comparison groups on level of academic challenge. These results, in particular, were celebrated by faculty with the understanding that improvements to both individual academic programs and the general education program have been effective. Some of the items in which our students indicated the most challenge include preparation for class, number of written papers required, and coursework emphasizing synthesis of ideas, and a campus environment emphasizing time studying and on academic work.

Beginning in 2006, Winthrop's deans and members of the faculty were curious to see the NSSE data broken out by college and individual academic departments. Unfortunately, there were not enough respondents to make the departmental observations meaningful, but the split-out by college was and these data are presented for the first time in this accountability report.

Figure 7.5-7
Level of Academic Challenge by College
2006

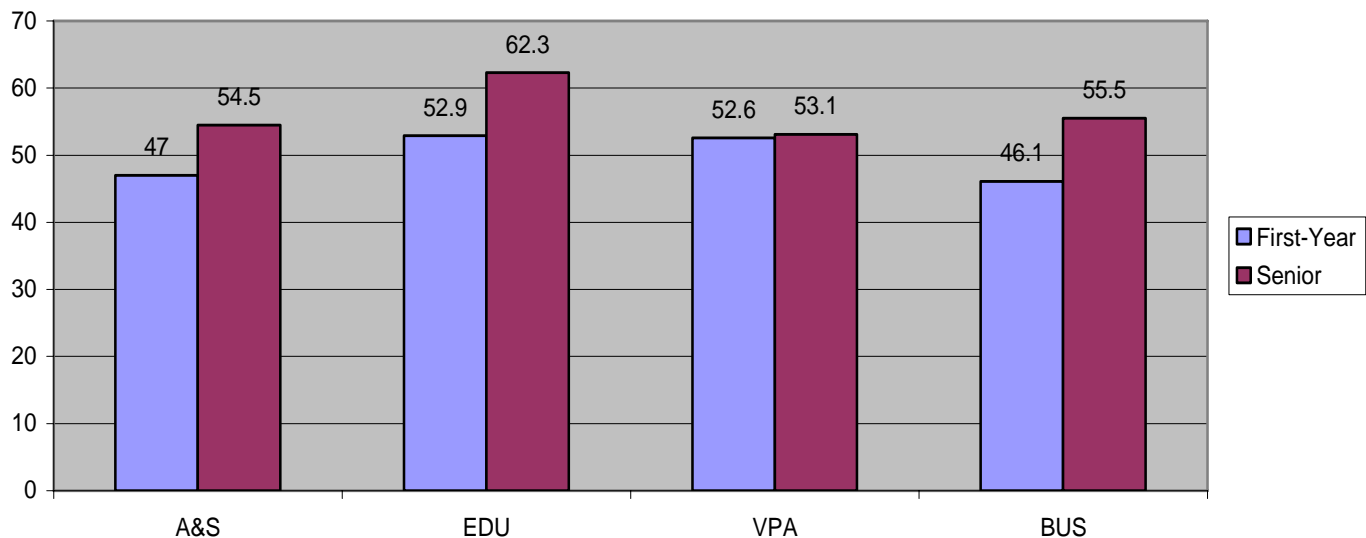


*For all five benchmark areas, these data include eight Integrated Marketing students who are in both Arts & Sciences and Business Administration, as well as eight Sports Management students who are in both Education and Business Administration.

**For all five benchmark areas, the number of responding students are as follows: A&S first-year = 148, seniors = 74, EDU first-year = 71, seniors = 56, VPA first-year = 51, seniors = 19, BUS first-year = 55, seniors = 34.

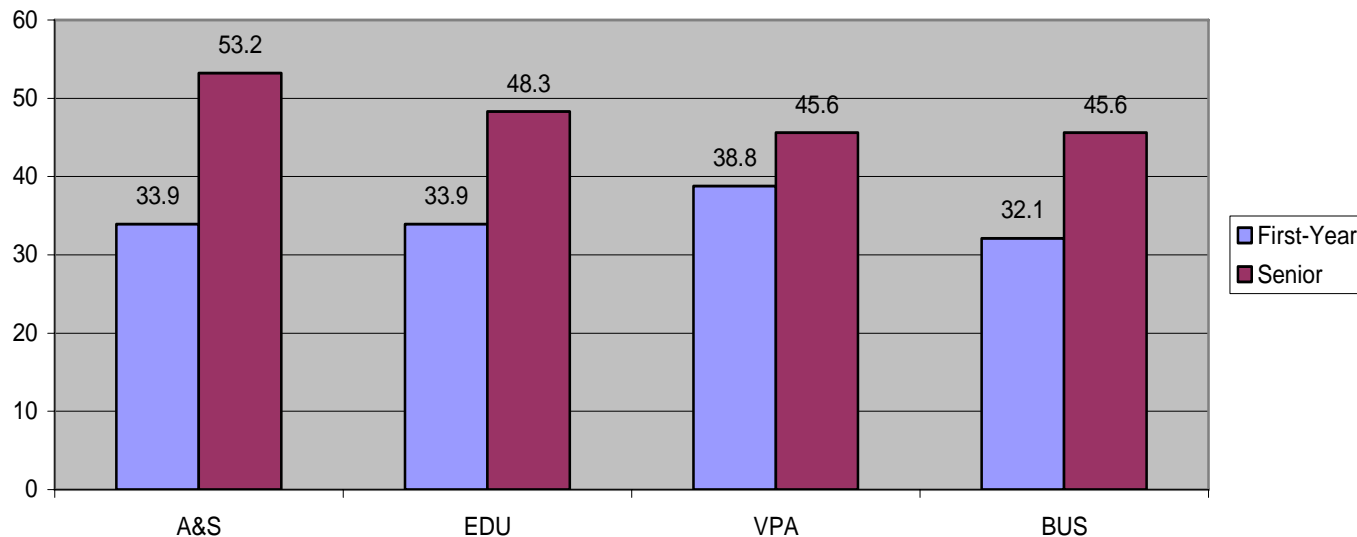
For all four colleges, seniors indicated a higher level of academic challenge than first-year students. This difference is far more pronounced for the Colleges of Education and Business Administration than they are for the Colleges of Arts & Sciences and Visual & Performing Arts. These data suggest further research.

Figure 7.5-8
Level of Active and Collaborative Learning by College
2006



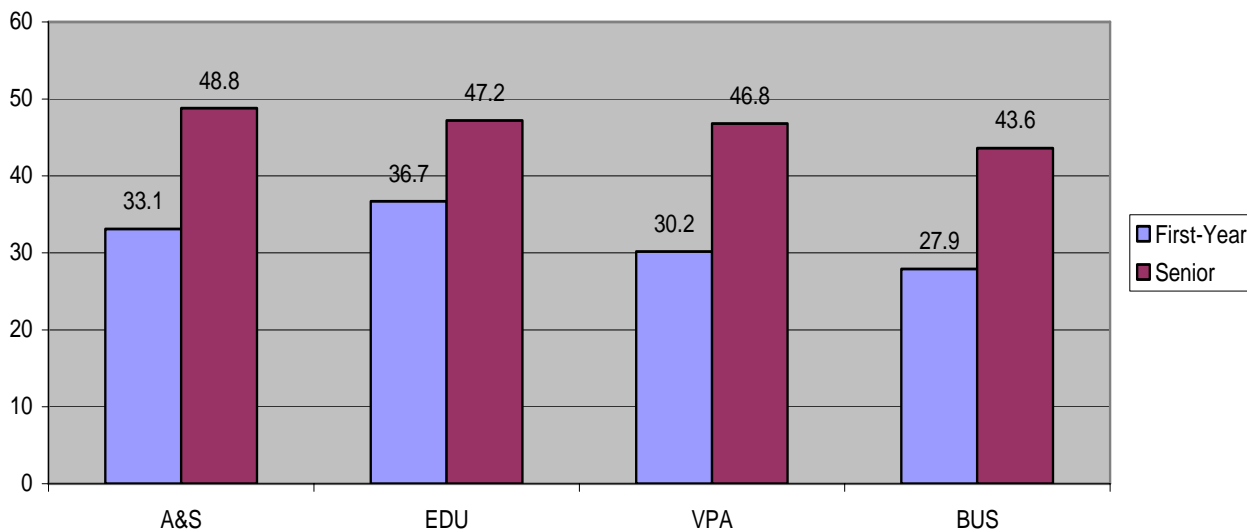
For level of active and collaborative learning, again, seniors reported higher than first-year students. It appears that the nature of the disciplines in the College of Visual & Performing Arts make active and collaborative learning more consistent across all class levels, as compared to the other three colleges.

Figure 7.5-9
Level of Student-Faculty Interaction by College
2006



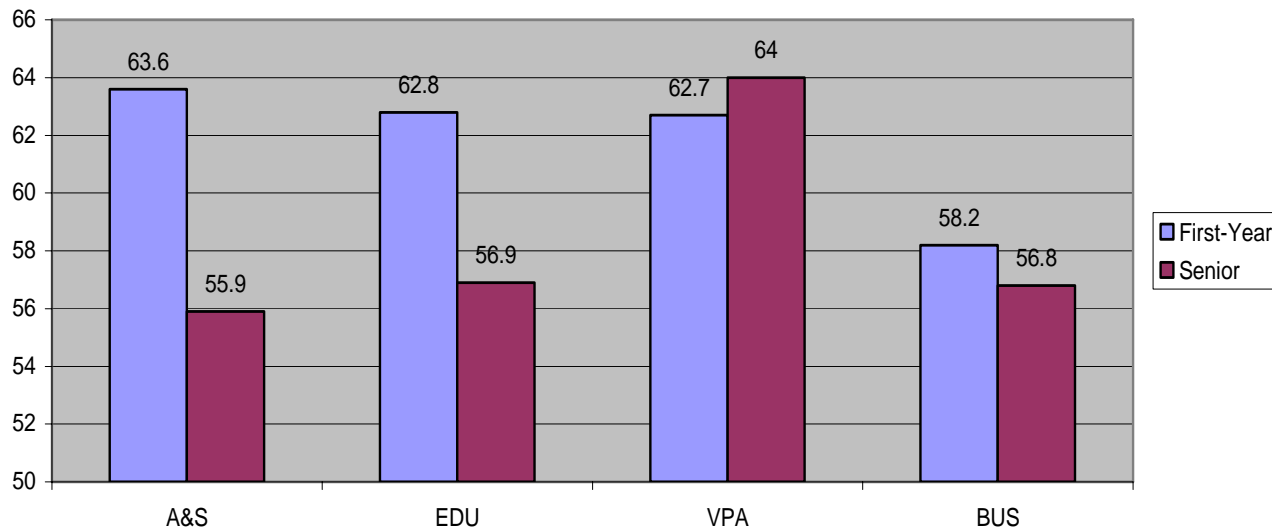
Again, for level of student-faculty interaction, seniors report higher than first-year students – and it is even more pronounced in this benchmark category. Perhaps one of the reasons why there is such a substantial difference between first-year students and seniors in the College of Arts & Sciences is that many of those departments/courses, especially at the 100- and 200-levels are more service oriented. The College of Visual & Performing Arts, once again, shows closer results for the two student groups than the other three colleges.

Figure 7.5-10
Level of Enriching Educational Experiences by College
2006



For level of enriching educational experiences, all four colleges have seniors reporting higher than first-year students. Faculty members in the College of Business Administration were curious about the relatively low average given to them by their first-year students. For all four colleges, seniors responded comparably.

Figure 7.5-11
Level of Supportive Campus Environment by College
2006



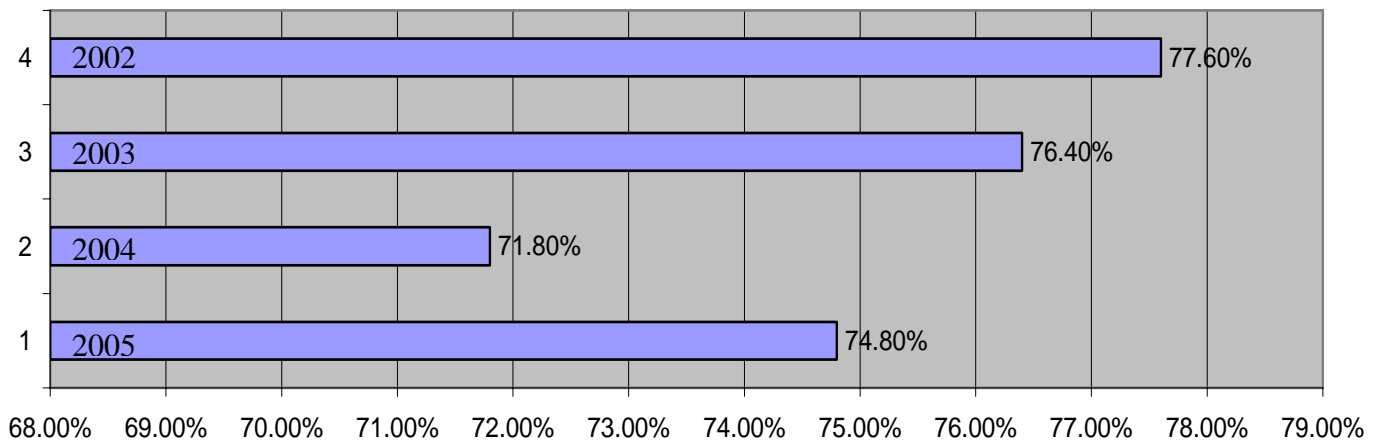
The fifth benchmark category, level of supportive campus environment, is, perhaps, the most interesting of all. Except for the College of Visual & Performing Arts, the results are reverse from the initial four benchmark categories. Members of the faculty and administration attribute this mostly to special programs in place for first-year students designed to integrate them into the campus community and college culture. By far, most of these students live on campus and have an overall more structured experience than upper classmen. Many seniors live off campus and are more autonomous in their studies and college life.

Retention and Graduation

Other key measures of Winthrop's organizational effectiveness are the retention and graduation rates of our students. Retention rates tell us if we were successful in keeping them on campus and in classes during their first two years. Graduation rates tell us if we were successful in getting students to reach their ultimate goal of completing a program of study. Indeed, one of the hallmark indicators of a university's organizational effectiveness is the efficient and successful progress of students through anyone of the institution's academic programs.

Figure 7.5-12

**First-Year Persistent Rates - All Students
2002-2005**



The average first-to-second year persistence rate of all students fell by 2.8% between the 2002 and 2005 cohorts. However, between 2004 and 2005, first-year retention rates increased by 3%. While these data suggest further analysis, other data indicate our overall effectiveness. According to *One Step from the Finish Line* (Education Trust – January 2005), Winthrop University maintains a six-year graduation rate that is one of the highest in the nation for Masters I institutions. Among the Masters I institutions with the highest six-year graduation rates, the average percentage of undergraduates who are under-represented minorities is 8.0%. Winthrop's figure is 28.1%, which means that the University is doing an excellent job of graduating students who are under-represented minorities.

Figure 7.5-13

**First-Year Persistence Rates by Gender and Ethnicity
2003-2006**

		2003 new freshmen as of 2004	2004 new freshmen as of 2005	2005 new freshmen as of 2006
Caucasian Students	Male	153/218 = 70.2%	138/188 = 73.4%	153/215 = 71.6%
	Female	412/547 = 75.3%	336/484 = 69.4%	369/490 = 75.3%
African Amer Stus	Male	50/59 = 84.7%	59/72 = 81.9%	50/71 = 70.4%
	Female	175/205 = 85.4%	146/209 = 69.9%	151/187 = 80.7%

*Total headcounts for Hispanic and Asian students individually across the three years presented were only as high as 14.

The first-year persistent rates by gender and ethnicity are interesting and does not show a discernable pattern over the period observed. While these data have sparked interest among members of the faculty and administration, no decisive conclusions have been made in this regard. These data suggest further study and analysis.

Figure 7.5-14
Retention of LIFE Scholarship Recipients
2003-2005

	2003		2004		2005	
	Freshmen	Sophomores	Freshmen	Sophomores	Freshmen	Sophomores
Winthrop University	258/618 = 41.7%	289/360 = 80.3%	226/586 = 38.6%	254/334 = 76.0%	259/598 = 43.3%	237/308 = 76.9%
Coastal Carolina University	158/310 = 51.0%	140/213 = 65.7%	177/363 = 48.8%	176/254 = 69.3%	190/377 = 50.4%	191/266 = 71.8%
College of Charleston	423/863 = 49.0%	377/509 = 74.1%	365/801 = 45.6%	392/540 = 72.6%	419/868 = 48.3%	395/500 = 79.0%
Francis Marion University	122/308 = 39.6%	112/163 = 68.7%	96/286 = 33.6%	127/178 = 71.3%	127/364 = 34.9%	108/165 = 65.5%
Lander University	97/258 = 37.6%	86/122 = 70.5%	95/252 = 37.7%	93/138 = 67.4%	66/211 = 31.3%	97/142 = 68.3%

*These data come from the South Carolina CHE

Winthrop University compares favorably to the other universities in terms of the retention of freshmen and sophomores holding a LIFE Scholarship. Between 2004 and 2005, Winthrop increased its retention of freshmen LIFE Scholarship recipients by 4.7%. That figure for sophomores is 0.9%. By comparison, Winthrop appears to do a better job of retaining sophomores with the LIFE Scholarship than the comparison institutions.

Figure 7.5-15
Four- and Six-Year Graduation Rates – All Students
1999-2001

Cohort Year	Graduated in Four years	Cohort Year	Graduated in Six Years
1999	32.4%	1998	56.1%
2000	32.4%	1999	59.7%
2001	31.5%	2000	57.9%

Winthrop's overall four-year graduation rate has remained consistent for the past three cohort years and is about average for Masters I intuitions nationally. Between 2000 and 2001, that figure went down by 0.9%. The institution's overall six-year graduation rate has gone down only slightly (1.8%) between the last two cohort years and is higher than average for Masters I institutions nationally.

Figure 7.5-16
Four- and Six-Year Graduation Rates by Ethnicity
1999-2001

Cohort Year	Graduated in Four years				Cohort Year	Graduated in Six Years			
	Cau	AfAm	Hisp	Asian		Cau	AfAm	Hisp	Asian
1999	34.2%	27.3%	50.0%	26.7%	1998	54.1%	63.5%	100%	44.4%
2000	33.7%	29.0%	25.0%	33.3%	1999	58.0%	65.8%	83.3%	40.0%
2001	35.0%	21.3%	11.1%	42.9%	2000	56.6%	63.6%	41.7%	33.3%

*Headcounts for Hispanic and Asian students individually across the years presented in the table above were lower than 20.

While Caucasian students maintain a higher four-year graduation rate than African American students, African American students maintain a higher six-year graduation rate than Caucasian students. Between 2000 and 2001, the four-year graduation rate for Caucasian students went up slightly (1.3%) while the four-year graduation rate for African American students went down by 7.7%.

Institutional Achievements

Winthrop University is proud to have been recognized for being an affordable and high performing public Master's I institution for many years. Table 7.5-11 presents all of the publications and venues within which

Winthrop has been recognized this past year. This observation constitutes a key measure of Winthrop's organizational effectiveness.

Figure 7.5-17
Publications and Venues within which Winthrop University is Distinguished
2004-2006

<i>Consumers Digest</i>	The S.C. Organization for Residence Education
<i>The Princeton Review Best Value College</i>	S.C. Department of Education Teacher of the Year
<i>Barron's Best Buys</i>	State Budget and Control Board
<i>U.S. News & World Report</i>	S.C. Department of Health and Environmental Control
<i>Princeton Review Best Southeastern College</i>	Big South Conference
S.C. Commission on Higher Education	S.C. Center for Educator Recruitment, Retention, and Advancement
College and Character: The John Templeton Foundation	Milken National Educator Award
Education Commission of the States	Capstone Building Corporation
National Association for Campus Activities	North Texas Jazz Festival
<i>Campus Activities Magazine</i>	

Leadership and Social Responsibility

Winthrop University identifies its key measures of leadership and social responsibility to be the maintenance of the institutional strategic plan (*Vision of Distinction*), the maintenance of viable partnerships and collaborations trust in senior leaders, sound fiscal accountability, legal compliance, and accreditation. Additional data on stakeholder trust in our senior leaders and the governance of the institution will be presented in the 2007-08 Report to the State Budget and Control Board.

Partnerships and Collaborations

Winthrop University is socially responsible. The institution has pursued, created and/or enlarged a number of partnerships and collaborations with various other public and some private organizations as part of initiatives designed to develop South Carolina's economy and improve opportunities for its citizens. One example is the INBRE network: The Idea Network for Biomedical Research is a partnership that includes Winthrop and six partner South Carolina colleges and universities that are sharing a \$17.3 million federal grant — among the largest awards of its type ever given in the Palmetto State — for a collaborative program that will bolster biomedical research and expand educational opportunities for undergraduates. Over the five-year grant period, Winthrop will receive \$2.1 million and will commit another \$1.7 million of its own resources to the work. In addition, separate collaborative agreement with MUSC now in place, focusing among other things on developing opportunities for Winthrop's highly successful undergraduate students to move into graduate programs for further study at MUSC.

Winthrop is partnering with Marlboro, Darlington, Marion and Clarendon School Districts and the federal "No Child Left Behind" Program in the Pee Dee Leadership Academy, designed to build school leadership capacity in the economically challenged I-95 Pee Dee Region of South Carolina. Through this collaboration, Winthrop professors travel to the I-95 corridor to help experienced, successful teachers with roots in the community earn their master's degrees in educational leadership and become principals in a poverty area where administrative turnover has historically been high. The fact that Winthrop professors were willing to teach there so they and students could interact face to face was a primary reason Winthrop won a \$776,036 federal grant for the four-year program, according to the CHE coordinator overseeing the grant.

Winthrop University, in partnership with the City of Rock Hill, York County, and Rock Hill Economic Development, are working with potential private sector development investors to create a mixed use "college town" development in a blighted former textile mill zone that presently divides the Winthrop campus from downtown Rock Hill. While not a material investor in the initiative, Winthrop is seen as the economic 'engine' that will attract commercial development to the zone, improve the tax base, and create jobs for residents of nearby blighted neighborhoods.

Winthrop is partnered with Piedmont Medical Center and the YMCAs of York County in the annual “Shrink Down” health and fitness promotional program designed to raise public awareness about related issues among members of the York County region. In the same spirit of providing leadership to the community, the University is partnering with a number of public and private sector institutional citizens in the interstate “Clean Air Works” program. The program is designed to promote practices that will lead to the upstate South Carolina region and its NC neighbors meeting EPA clean air attainment goals, thereby enabling economic development to continue in the region.

Trust in Senior Leaders

All Winthrop administrators are evaluated each year by the people who work with and for them, as well as relevant external stakeholders. Employees evaluate the administrators on such attributes as organizational skills, communication skills, integrity, and professionalism. In the same spirit, every faculty member is invited to evaluate his/her department chair. Faculty members indicate if they have opportunities for professional development, their concern for the curriculum, and such. Completed forms are submitted to a designated individual in a sealed envelope. Anonymous listing ethically keeps track of who has completed an evaluation form. Faculty members are used to aggregate comments and the list of comments is submitted to the dean who, in turn, shares it with the department chair. The Office of the Vice President for Academic Affairs aggregates and collates these results. The Vice President gets a summary and then shares the results with the appropriate administrator.

Fiscal Accountability

Budget building at Winthrop University begins at the departmental level and comes up through the deans to the Executive Officers. The *Vision of Distinction* planning process also influences budget allocations. The Budget Priorities Committee meets with the Vice President for Academic Affairs and the Vice President for Business & Finance at least twice a year to review budget priorities. Faculty members are elected to the Budget Priorities Committee, thereby having the opportunity to ask questions and field ideas about what is being proposed in the budget. Faculty can express concerns - they address areas that they feel may be under funded, as well as new areas that need budgetary allocation. Twice a year the Vice President for Business & Finance presents a report on the fiscal well being of the University to the Budget Priorities Committee, as well as to the full Faculty Conference.

Winthrop University maintains appropriate fiscal accountability. An outside, independent CPA firm conducts an audit each year in accordance with standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. These audits ensure that the institution is spending the money correctly and that there are appropriate checks and balances within the system. Since 1997, the firm has noted no matters involving the internal control over compliance and its operations to be material weaknesses.

Accreditation

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and specialist degrees. Winthrop is proud to be one of only sixteen universities in the country to maintain one hundred percent accreditation of all academic programs. Winthrop’s academic programs are measured by national standards of quality. Each academic program that can be nationally accredited through a professional specialized organization has earned that distinction. The documents of accreditation reside in the Office of Academic Affairs. Figure 7.6-1 presents a listing of the specialized organizations that Winthrop University is affiliated with.

<p align="center"><u>Figure 7.6-1</u> Specialized, Program Specific Accreditations Maintained at Winthrop University 2005-06</p>	
Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)	Council on Social Work Education (CSWE)
American Chemical Society (ACS)	National Association of the Education of Young Children (NAEYC)
Association to Advance Collegiate Schools of Business (AACSB)	National Association of School Psychologists (NASP)
Certified Financial Planner Board of Standards (CFP)	National Association of Schools of Art and Design (NASAD)
Commission on Accreditation for Dietetics Education (CADE)	National Association of Schools of Dance (NASD)
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	National Association of Schools of Music (NASM)
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (CAC/ABET)	National Association of Schools of Theatre (NAST)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	National Council for the Accreditation of Teacher Education (NCATE)
Council for Interior Design Accreditation (CIDA)	Sport Management Program Review Council (SMPRC)

Conclusion

Winthrop University is a high performing, value-oriented, teaching university that maintains a focus on continuous improvement and delivering the best possible education to our students. This report, the second accountability report to the State Budget and Control Board, has presented a variety of data that demonstrate how Winthrop is succeeding in its mission. Indeed, the University is committed to high quality, excellent service, and instilling within each and every student the value of lifelong learning. Winthrop is an outstanding steward of its resources and the evidence of this is prevalent in all of our academic programs. This report has demonstrated that Winthrop University maintains an appropriate focus on students, faculty, staff, and stakeholders. The University allocates its resources appropriately, and achieves its intended goals with all stakeholders.